

# The Catholic School Journal

A Monthly Magazine of Educational Topics and School Methods

Let my heart the cradle be of thy blest Nativity!  
Tossed by wintry tempests wild if it rock Thee, holy Child,  
Then, as grows the outer din, greater peace shall reign within.—Rev. John B. Tabb



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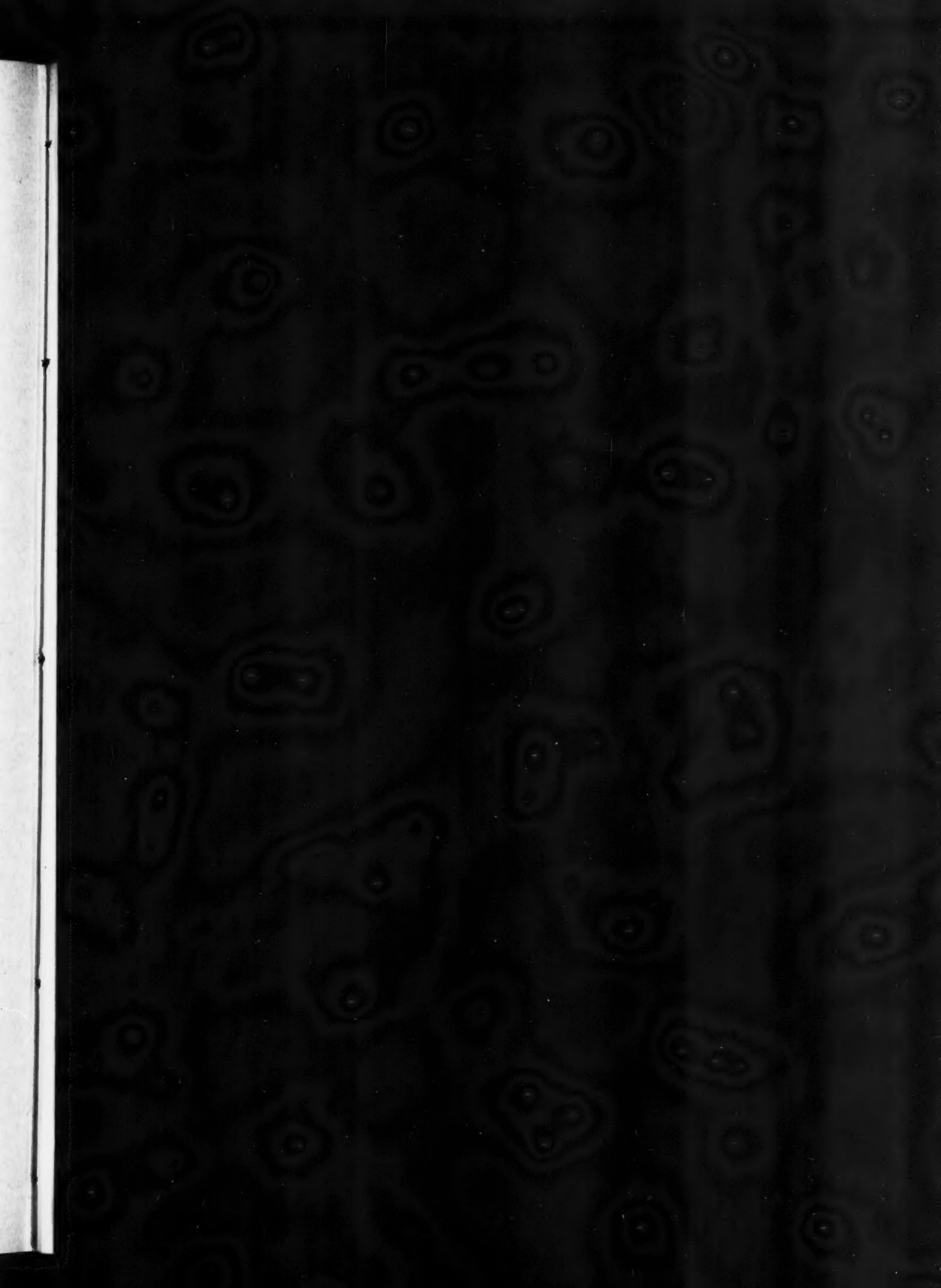
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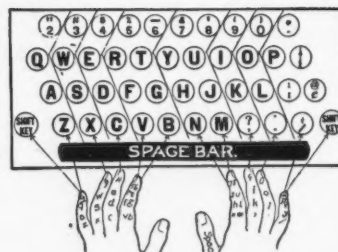
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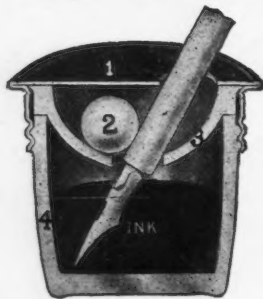
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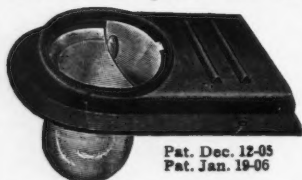
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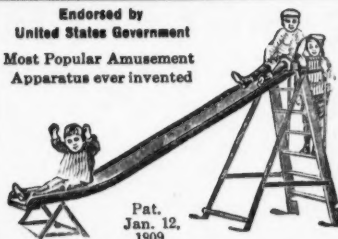
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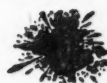
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# Catholic School Journal

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VOL: EIGHTEEN; Number Seven

MILWAUKEE, WIS., DECEMBER, 1918

Price, \$1.50 Per Year

**SIC SEMPER TYRANNIS!** The overwhelming defeat of the German Empire in the world war which terminated last month is a case of history repeating itself. It is only the old, old story of the man or the coterie or the tribe or the nation which, seeking to perpetuate itself by dint of force, of cruelty, of illegitimate authority or legitimate authority illegitimately employed, has been forced to perish from the earth.

The imperial rulers of the German states have vanished forever. They who sought—and for a time all too successfully—to impose their will upon their subjects great and small, who insisted on controlling every action of daily life and dominating every mental state of their people, are now as beings who have never been, with nothing but the odor of their foulness staining the good air which once they breathed. God and nature have conferred certain sovereign liberties upon every man born into the world, and no individual or group of individuals may hope to violate those liberties and remain unpunished. Thus are the rulers of what was once the German Empire punished for their sin.

And the German people are punished likewise for their sin. Their sin was the virtue of obedience carried to a vicious excess. They rendered unto creatures an honor which belongs to God alone, they attributed to creatures a perfection which belongs to God alone. Tyrants, at all times in the world's history and on every plane of social life, have assumed to speak in the name of God; but if their message be not Godlike wo unto their hearers who render them blind, unquestioning obedience.

**THE AUTHORITY OF THE CHURCH.** Vastly different from the kind of authority which the rulers of Germany sought to exercise is the authority which was exercised by Jesus Christ and which is exercised in His Church. The Master was as one that serveth. His commands concerned invariably the big, the essential things; they never were of such a nature as to warp character, to destroy initiative, to foster the habit of blind, soulless obedience. And Our Lord's constructive criticism of His disciples and others was usually effected by means of suggestion rather than command, by appeals to the affection, the ambition and the generosity of the human heart and not by citations of the letter of the law.

Following in His footsteps and guided and sustained by the Spirit of Truth, the Catholic Church has throughout the ages exemplified His principles of authority and obedience. Those principles St. Augustine has embodied in words deservedly well known: **"In essentials, unity; in non-essentials, liberty; in everything, charity."** Far, indeed, from the spirit of Christ and His Church is that authority which refuses to recognize the existence of non-essentials, which destroys individual liberty and in whose mouth the blessed word charity is a distortion and a lie.

The Catholic Church is truly catholic. She gives ample scope to every sort of character, every type of mentality. She opens her arms to the beggar and the millionaire, to the illiterate peasant and to the learned man of the schools. She welcomes different degrees of sanctity, never insisting that all her children should think the same thoughts or live the same life. She is distinguished from the sects by reason of her tolerance; but for that tolerance, in truth, most of those same sects would today have no existence. And perhaps this is why, humanly speaking, she has continued to exist while powerful national and dynastic organizations have passed away. She is the ideal of authority—always the same in essence, but always making judicious concessions to the spirit of the times.

## Current Educational Notes

By "Leslie Stanton" (A Religious Teacher)

The man of few words may be a genius; or he may be a good deal of a fool. Wise old Shakespeare—himself a man of many words, thank God!—paid a tribute of merited contempt to those brain-bereft sphinxes who "do a wilful stillness entertain."

Writes Mr. Bruse Barton in one of his "common-sense editorials":

"An unjust prejudice has grown up in the world against the man who talks well, and in favor of the wise-looking individual, who sits stolid, saying nothing. My observation is that generally speaking, poverty of speech is the outward evidence of poverty of mind. The individual whose communication is confined to half a dozen worn expressions has a mind that is not working. It is merely sliding along in well-oiled grooves. A mind reaching out along new paths of thought will of necessity find new language with which to clothe that thought."

By all means let us heed the scriptural epigram: "Where there are many words there is oftentimes want"; but let us remember, on the other hand, that where there are few words there is often a vacuum. The great man may indeed be a silent man; but that is because his mind and spirit utilize other avenues of expression. The little man may be a silent man, too; and that is because he has nothing to express. Wise and great as well as holy was the saint who advised his spiritual children to avoid being troublesome to their companions either by speaking too much or by not speaking at all.

But, of course, a good deal depends upon what one has to say.

**THE NEED OF TODAY—AND TOMORROW.** A few weeks ago, just before the dawn of peace, our Commissioner of Education wrote:

"When the war is over there will be made upon us such demands for men and women of knowledge and training as have never before come to any country. There will be equal need for a much higher average of general intelligence for citizenship than has been necessary until now. The world will have to be rebuilt, and American college men and women must assume a large part of the task."

"Therefore, I appeal to you, as you love your country and would serve your country and mankind, that you make full use of every opportunity offered by our colleges and all other institutions to gain all possible preparation for the mighty tasks that lie before you, possibly in war and certainly in peace. To you comes that call clear and strong as it has seldom come to young men and women anywhere in the world at any time. For your country and for the world—for the immediate and the far-reaching future, you should respond."

All this has a very special reference to our Catholic schools and Catholic teachers. It is time, and high time, for the most hidebound and conservative of us to realize that the old order changeth. Verily is the world to be rebuilt, and that task must not be shirked either by Catholic brain or Catholic brawn.

Of the brawn, and to our credit be it said, we have been ever lavish. There has been no lack among us of hewers of wood and drawers of water. But in this country and in this age we have not yielded our quota of leaders, of thinkers, of organizers. Why?

Many reasons might be adduced; one is pertinent here.

## THE QUICK AND THE DEAD.

It has been said of the great Von Moltke that he could keep silence in seven languages. He was a big man who was silent because of his bigness. Yet it is not to be inferred that invariably to be laconic is to be great.

Our schools and our educators have not been sufficiently large-minded and ambitious. We have known teachers who literally crowned with delight when a former pupil "landed" a position. And what kind of a position? That of a counter-jumper or an animated adding-machine in a bank or assistant to the fourth assistant of the president of a corporation.

We must, in the very near future, get beyond all this. Our schools, beginning with the primary grades and ending with the graduate departments of our universities, must concentrate on the task of developing public spirited, adaptable, alert-minded citizens and potential leaders. We must revise our schedules and throw out some of the deadwood; but, above all, we must revise our own attitude toward education and toward citizenship. We are doing our duty when we teach the catechism and induce our pupils to lead devout lives; but we are not doing our whole duty. Our pupils must be wrought into centers of influence and enthusiasm about whom may cluster their fellow citizens of all creeds.

**THE LADIES IN THE CASE.** The foregoing, it is admitted generally, in theory at least, applies to our boy pupils; let us hammer into our heads the truth that it is not less applicable to our girl pupils. It may be true that "the woman's place is in the home," but nowadays it is not her only place. Her place is likewise in the office—not always as stenographer!—and in the social and literary club and on the citizens' committee and at the polling booth. And—whether we like it or dislike it has nothing whatever to do with the case—she is running for office. Woman has already taken her place in the halls of Congress and in several state legislatures; but it is very significant that we have yet to hear of the Catholic woman, the convent bred woman, who holds office. "Heaven be praised!" someone may say; but the exclamation savors little of piety and much of molelike conservatism. The fact is that we need good women, solidly trained women, women who can think, everywhere today, and we shall need more of them tomorrow.

Our schools, and the graduates of our schools, must spread the light of truth. Torchbearers are they to carry the brightness and warmth of Catholic teaching into the dark places and the cold places of the earth. And in this work, Heaven given, our girls' schools and their alumnae must do their part. We know the worth of sound Catholic principles, how they have come to us from above, how they have stood the test of time, how they are adaptable to new conditions, how they make today, as they have made in the past, for the healing of the nations and the freeing of mankind from its self-welded chains. Then, in God's name, let us so shape our teaching that our pupils may go forth clad in the armor of Catholic truth and bearing the sword of the spirit, leaders of men and women and truly saviors of souls.

**A WORTHY THOUGHT.** Community life is a great institution; for the most part it multiplies our efficiency, it relieves us of numerous common-place worries and responsibilities, it helps us very materially to do our duty to God and man. But its consolations are mostly theoretical. Perhaps through no fault of its own, it lacks the lightness of touch and the tender intimacy of the domestic circle. And so it is that to us the beautiful words of Max Ehrmann should come with especial force and splendor: "Give me a few friends who will love me for what I am; and keep ever burning before my vagrant steps the kindly light of hope. And though age and infirmity overtake me, and I come not within sight of the castle of my dreams, teach me still to be thankful for life, and for time's olden memories that are good and sweet; and may the evening's twilight find me gentle still."

**THE GREAT CARDINAL.** A true leader of his people, a splendid example of the Catholic who knows when and how to take up his work in the world, is Cardinal Mercier of Belgium. In the soul-stressing history of the past four years no figure stands out so prominently as that of the grand old man who stood by his people unflinchingly, who unfalteringly protested against the crimes of the ruthless invader, who silenced even some of his fellow bishops who in Germany raised their voices against what the cardinal knew to be the truth. Scholar and saint and public spirited citizen that he is, let his face and his fame be familiar to our children; let them read this tribute to him from the pen of Miss Ida M. Tarbell:

(Continued on Page 329)

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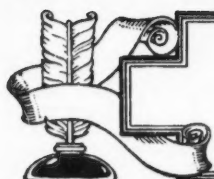
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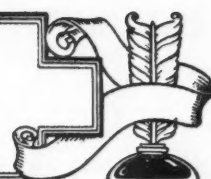
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## How To Study The Great War

By Brother Leo, F. S. C., L. H. D.

Professor of English in St. Mary's College, Oakland, Cal.



BROTHER LEO, F. S. C.

The greatest war of history is happily no longer an actuality; but its consequences remain, and it itself will forever remain in the pages of history. We who stand so close to it, both in time and in place, may find a difficulty in seeing it in its true perspective; but we may nevertheless safely assume that future generations of civilized men will recognize it as one of the supreme turning points of human civilization. Its magnitude was unparalleled; it was truly a world war. In no previous conflict have so many lives been sacrificed or so many combatants engaged. It stands alone as the embodiment of modern science applied to the art of war, an embodiment in which the perils of battle darted alike from the heavens above and the earth beneath and the waters under the earth and, in a vastly greater measure than any preceding war, it was the conflict of opposing philosophies of life, of divergent views of civilization, of irreconcilable conceptions of ethics and morality.

For these reasons, and for many other reasons which might be adduced, the great war demands study on the part of the Catholic teacher. For centuries to come no educated man can afford to ignore its causes, its progress and its results. And we who have more or less intimately lived in the atmosphere wherein it was born, who followed day by day the record of its ebb and flow, who will in the future—aye, in the very present—experience its effects,—we have great need to know the war in its various aspects. A tentative outline of study, especially adapted for teachers, is here offered.

**The Outbreak of the War.** This portion of our study involves a review of the principal events of June, July and August, 1914. In tabular form they are as follows:

- June 28—The Austrian Crown Prince assassinated in Bosnia.
- July 23—The Austrian ultimatum to Serbia.
- July 25—Serbia's conciliatory reply.
- Austria severs diplomatic relations with Serbia.
- Great Britain's mediation rejected by Germany.
- July 28—Austria declares war on Serbia.
- July 31—Russia begins to mobilize.
- Germany sends ultimatum to Russia.
- August 1—Germany declares war on Russia.
- August 2—Germany invades Luxemburg and sends ultimatum to Belgium.
- August 3—Germany declares war on France.
- August 4—Great Britain declares war on Germany.

An excellent book to read in connection with the outbreak of the war is, "The Evidence in the Case," by James M. Beck. (Putnam's.) It contains copious extracts from the official documents, and in its endeavor to place the responsibility for starting the war investigates the facts from the legal point of view.

**What Lay Behind the War.** Our next step in study is a step backward. It involves the considerable but eminently necessary work of investigating European history for at least half a century preceding the outbreak of the war. Topics of special moment are the union of the German states, the career of Bismarck, the colonial and commercial rivalries of the great powers, the Franco-Prussian War, the alignment of the nations represented by the Triple Alliance and the Entente Cordial. A general survey of the period is given in Holt and Chilton's "European History: 1862-1914" (MacMillan), under four major divisions: The attainment of German hegemony in

Europe, the maintenance of German hegemony in Europe, the formation of a defence against German hegemony in Europe, and the conflict of alliances.

**The First Days of the War.** With the aid of maps, including the excellent strategical map of Europe published by the Government Printing Office at Washington, the student should now visualize the scene of the conflict. Germany carried on two great military movements—one against Russia in the east, the other against France and England in the west. The movement in the east resulted in the rout of the Russian forces and the invasion of Russian Poland by the German troops. The movement in the west was more complex. The invasion of France was intrusted to three columns of troops—one crossing the French border near Metz, a second entering through the Duchy of Luxemburg in spite of the formal protest of the ducal government, and a third forcing its way through Belgium. The Belgians put up a stubborn resistance, and the result was the terrorizing of the little country which forms one of the most tragic episodes of the war. The German army advanced to within twenty-five miles of Paris, its obvious and admitted objective, but was signally defeated in the first Battle of the Marne by French troops under General Joffre. The Germans retreated to a line running roughly north and south where they dug themselves in and began that long epoch of trench warfare, holding the line against the French on the south and the English on the north. It is important to realize that the first battle of the Marne was the decisive engagement of the war and that now it is clearly seen that Joffre's great victory sounded the death knell of Teutonic achievement if not of Teutonic hopes.

The military and naval operations of the succeeding four years it is needless to summarize here. They should be followed in chronological order in some such resume as Frank H. Simonds' "History of the World War" (Doubleday, Page and Co.) Special attention should be given to the effective blockade of the German ports by the English navy, the failure of the Allied campaign at Gallipoli, the British successes in Palestine and the German initiation of submarine warfare.

**The Conflagration Spreads.** We next consider the motives which led so many nations to align themselves in the struggle and the results of their participation. Self-interest brought Turkey promptly to the side of the Central Powers, and Bulgaria was led to adopt a similar course partly because of German affiliations, partly because of dislike for Serbia, Bulgaria's bitter rival in the Second Balkan War. Japan decided that her treaty obligations compelled her to take the Allies' part in the conflict.

The case of Italy was peculiar. Before the war she was recognized as an ally of Germany and Austria, but when the conflict was begun she declined to come to the assistance of the Central Powers on the plea that her treaty obligations were binding only when her allies were attacked by other powers. Thus Italy assumed as a fact what all the world outside of Germany and Austria assumed as a fact—that the Central Powers were the aggressors in the world war. Later on the force of popular feeling, always intense against Austria, led Italy to join the Allies despite the tempting territorial concessions made her by the Austrian government.

**Why the United States Entered the War.** From the time of the invasion of Belgium there were not wanting voices in this country raised in protest against the German violation of a treaty and the cruel subjugation of the little kingdom. But President Wilson, acting as spokesman for the larger number of American citizens, counseled strict neutrality; and had it not been for the implications of the German submarine warfare it is a certainty that the United States would have remained aloof from the struggle. Profound excitement was occasioned throughout the country in May, 1915, when the British liner, *Lusitania*, was torpedoed by a German submarine and 114 Americans lost their lives. Already the American ship *Gulflight* had

been illegally sent to the bottom, and during the succeeding months up to April 1917, fifteen other American vessels met a similar fate. The policy and practice of the submarine warfare remained unchanged despite the repeated protests and remonstrances and threats of the United States Government. Finally Germany announced her campaign of "ruthless" undersea warfare, declared practically the entire Atlantic Ocean to be a war zone and laid down impossible and humiliating conditions for the safe passage of American ships. Meanwhile it became evident, through trials conducted in federal courts, that Germany, acting through paid agents and her accredited diplomatic representatives in this country, had striven to cripple our industries, to foment dissension among our industrial workers and to take the lives of our citizens. The result was a declaration of war against Germany on Good Friday, 1917.

The most illuminating reading in connection with America's entrance into the war are the papers and speeches of President Wilson. They can be found in convenient form in the following collections: "President Wilson's State Papers and Addresses" (Doran); "Democracy Today" (Scott, Foresman & Company); "War Addresses of Woodrow Wilson" (Ginn & Company). Valuable also is "How the War Came to America," published by the Committee on Public Information, Washington, D. C.

**German Popular and Scholarly Philosophy.** We see the issues of the great war but in a glass darkly if we do not investigate the thought and emotion of the nation that forced it upon the world. The German scholarly philosophers are competently discussed in Dr. William Turner's "History of Philosophy" (Ginn and Company); special attention is to be devoted to Hegel. Among the more popular German thinkers—that is, those who more directly influenced the thought of the people—are Friedrich Nietzsche (1844-1900), the denier of the moral sanction and the apostle of the "superman"; Heinrich Treitschke (1834-1896), whose theory of "might" as the rule of conduct was promulgated in his writings and university lectures; and Friedrich von Bernhardi (1849—) whose militaristic doctrines may be found in convenient form in his notorious book, "Germany and the Next War" (Longmans, Green & Co.)

The following books will prove of service for more detailed study of several aspects of the world war:

- G. Alexinsky: *Modern Russia*. Charles Scribners Sons, N. Y.  
 P. Alden: *Democratic England*. Macmillan Co., N. Y.  
 W. Archer: *Gems of German Thought*. Doubleday, Page & Co., Garden City.  
 M. Baring: *The Russian People*. Doran, N. Y.  
 E. Barker: *Ireland in the Last Fifty Years*. Oxford U. Press, N. Y.  
 J. Claes: *The German Mole*. Macmillan, N. Y.  
 W. Dawson: *The Evolution of Modern Germany*. Scribner, N. Y.  
 J. Dewey: *German Philosophy and Ethics*. Henry Holt, N. Y.  
 E. Dillon: *The Eclipse of Russia*. Doran, N. Y.  
 H. Egerton: *The Origin and Growth of the English Colonies*. Oxford Press, N. Y.  
 F. Garland: *The New Italy*. Putnam, N. Y.  
 V. Gayda: *Modern Austria*. Dodd, Mead & Co., N. Y.  
 P. Giordani: *The German Colonial Empire*. Bell & Sons, London.  
 S. Gulick: *American-Japanese Problems*. Scribner, N. Y.  
 Y. Guyot: *Causes and Consequences of the War*. Brentano, N. Y.  
 C. Hazen: *Alsace-Lorraine under German Rule*. Henry Holt, N. Y.  
 D. Johnson: *Topography and Strategy of the War*. Holt, N. Y.  
 P. Lewin: *The German Road to the East*. Doran, N. Y.  
 P. Lewin: *The Germans and Africa*. Stokes, N. Y.  
 H. Liechtenberger: *Germany and its Evolution in Modern Times*. Holt, N. Y.  
 A. Lowell: *Governments and Parties in Europe*. Harvard U. Press, Cambridge.  
 J. Orvis: *A Brief History of Poland*. Houghton, Mifflin & Co., Boston.  
 E. Pears: *Turkey and its People*. Doran, N. Y.  
 A. Reade: *Finland and the Finns*. Dodd, Mead & Co., N. Y.  
 L. Rogers: *America's Case Against Germany*. E. P. Dutton and Co., N. Y.  
 B. Schmitt: *England and Germany*. Princeton U. Press, Princeton.  
 R. Seton-Watson: *German, Slav and Magyar*. William & Norgate, London.  
 The Rise of Nationality in the Balkans. Constable, London.  
 C. Seymour: *The Diplomatic Background of the War*. Yale U. Press, New Haven.  
 Zimmermann: *The German Empire in Central Africa*. Longmans, Green & Co., N. Y.

(Note.—Brother Leo is in charge of the course on War Issues given to the members of the St. Mary's College unit of the Student Army Training Corps. The course is given in eight sections, three times a week, by a specially selected corps of instructors.)

The War Industries Board has asked publishers of all periodicals to help conserve industry by eliminating waste and unbusinesslike practices. The prompt collection of renewal subscriptions and avoidance of carrying those in arrears, is specially emphasized. To meet this war measure, the earnest co-operation of all subscribers is necessary.

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THE CATHOLIC SCHOOL JOURNAL

445 Milwaukee St., Milwaukee, Wis.

THE TRAINING OF WRITERS.

By Rev. Edward F. Garesche, S. J.  
Editor of The Queen's Work.



Rev. Edward F. Garesche

One constantly hears the complaint and it is a well grounded one that we Catholics in the United States have not the number of representative and eminent writers, whether of poetry or prose, that one would expect from our numbers and from the state of Catholic education in this country. There are some Catholic names, of course, which stand high on the roll of literary achievement. But when one makes a list of them and compares the names thereon with the great number and great talent of the students in our schools one is forced to the

conclusion that more could be done and should be to bring out the talent of our Catholic youth and to encourage and prepare those with special talent to take their part in the exceedingly important apostolate of writing. The timeliness of this subject is enhanced by the circumstance that from all present indications we should see a great increase and progress in Catholic literature in the coming generation. We are emerging as a people from the struggles of the pioneer days and the pre-occupations which followed and it is in the nature of things that an increasing love of literature and zeal for good writing should come to our people with the maturer days towards which we now are moving. It is very probable that the next decade will witness a greater demand for Catholic writers and a greater prosperity of Catholic literature than we have even seen in the United States.

When one considers the dearth of literary ambition and of excellent achievement among the graduates of our Catholic schools one cannot ascribe it to a lack of native talent. A moderate degree of talent in writing is a very common possession nowadays and one finds from time to time in our Catholic schoolrooms individual children who possess powers of imagination, the faculty of observation, and an interest in literature which if developed would promise really excellent work. Neither must one blame this lack of Catholic writers on the circumstances of the time because there is a rather high general grade of literary achievement at the present time.

The poetry contest which THE QUEEN'S WORK is now making an annual feature of its pages has brought in so remarkably good a general run of contributions that the judges, who were chosen for their literary discernment, have expressed their astonishment and pleasure at finding so much poetical talent among our Catholic people.

On the other hand, when one has eliminated every other element in the problem, a very great share of responsibility must rest upon the schools because it is in the schools that the children get their most powerful influence and take their attitude toward literature. So that without question if we can introduce into our Catholic schools a practical, encouraging and definite method of training the children to write we shall see developed far more first rate and self-confident Catholic writers. It is equally clear, whatever effort we make to train our pupils in writing will be helpful not only to those who are gifted with an unusual degree of talent but also to the average run of the pupils. In our days almost everyone who acquires any sort of position in life is called on at one time or another to appear in print whether to formulate an opinion or to give an account of some experience or even to exercise one's ordinary influence on one's neighbor. There are so many avenues of print and it is so exceedingly easy to find a place for one's products either in great mediums or in small, that some sort of proficiency in the art of writing is almost a necessity for every educated person. Finally it is worth while to give everyone of our Catholic children some training in the actual art of writing and some bent towards literary composition because the truth is that one never can tell where talent is concealed. A child may go through its entire course at school and never show any very unusual talent for writing. Later on in life, however, the faculty of observation, the power of imagination, and the eagerness for self-expression may so develop that the individual becomes an effective and perhaps an

eminent author.

Some time ago the sister of a writer who has attained no little distinction in Catholic circles in the United States was telling us how great a sense of superiority she felt over her sister, the author, when they were little children together, because the first beginnings of writing were so hard to the little one. In those days she was much more proficient in literature than her sister who afterwards achieved eminence by writing. It is well worth while then for the benefit of our devoted Catholic teachers of English in general to set down here some suggestions and remarks on the actual business of training up practical writers. This is a very different question, one may remark, from the teaching of literature and even from the teaching of composition as it is ordinarily understood in the schools.

To begin with no one will question that the best methods in education are derived from careful study of the methods of nature and from a shrewd adaptation of the exercises which are possible in the classroom to the efforts and tendencies which are inherent in human nature itself. The training of writers is no exception to this rule and, therefore, it would be well if in the beginning we were to attempt to sketch out the natural way to composition and the spontaneous and ordinary means by which the growing child learns to write, taking writing always in the sense of actual literary composition, that sort of self-expression which is set forth in words to be printed and to be read by others.

Calling to mind the experience of successful authors and all that they have said concerning their own self-training in composition one is, I think, justified in declaring that there are two things which are necessary and sufficient in learning the trade of authorship. The one is to read or hear a great deal of good English, to become familiar with some models in the art of composition, and the other is to do a vast deal of actual practicing, in other words to write often and persistently. One might dispense with almost every other aid to composition, break away from every other method of the classroom and hold one's self independent of all the rhetorics and grammars in the world and yet if one read enough with attention and interest and understanding and wrote enough with enthusiasm and attention and desire to achieve good writing, one might be quite sure of becoming in time a passable author.

We all remember the amusing description which Stevenson has given in one of his essays of his own steps in the path of authorship. He had first of all an inveterate determination to become a writer and so he started out on his apprenticeship with the instinctive feeling that if he read enough, imitated enough and wrote enough he would somehow reach his goal. He "played the sedulous ape," as he graphically put it, to every author of eminence that he could lay hands on. His notebook was his companion by every roadside, and when he conceived a notion he put it down on paper on the spot, finding a sort of instinctive delight in self-expression and determined sooner or later to make himself an author. This is the very natural way to writing and it was this instinct of the lad, acted on perseveringly, which made him one of the masters of English style.

If we can systematize this method and make it available for the run of our Catholic children we shall find a number of them learning according to their own talents and gift of self-expression to write effectively. Many other literary men who have told of their own mental development and practice in the art of writing trace out pretty much the same lines of effort. There was a great deal of interested reading, done with a view of discovering the secret of the art of self-expression, and this reading not only taught them the tools of their trade, all the tropes and figures and idioms and methods of expression which the rhetorics can only catalog, but it also gave them a sense of rhythm and proportion and structure and balance and climax—those many things which books on composition treat so exhaustively (in more than one sense of the word) and fail so signally to give children an idea of. We do not wish to disparage the systematic teaching of the art of writing but we do very emphatically say that nothing can take the place of a vast deal of interested reading and that if we can get children to read interestedly, not merely for the amusement of the book, but with a desire of exploring its secrets of style and its art of composition, then we might dispense with all the tools of rhetoric. And for the future writer nothing in the world can take the place of this vast deal of reading, lovingly and

carefully done. It is rather amusing in the retrospect to see how in the lives of successful authors their school work in English has sometimes played a negligible part in their training for writing because they detested grammar and hated rhetoric and because sometimes the models presented for them for study in the classroom were so dissected and anatomized that they lost every semblance of the fair and living form of literature. On the other hand what really did them good and gave them literary taste and power was the reading, seemingly desultory and often haphazard, which they did after school and which often was the sorrow and despair of their preceptors and their parents because they seemed to waste most of their time "just reading" instead of studying their lessons as they should. But this reading was spontaneous and interested and it did much the same good to their mind that food eaten with true hunger and relish did to their bodies, while the pabulum of the schoolroom given to them in desiccated fragments and predigested solutions sickened their palate and took from them all the taste and all the gusto and delight which they might otherwise have had in the authors studied.

Would it be revolutionary to say that if in our English classes half of the time were given to interested and enthusiastic reading and explanation of models suited to the comprehension of the children and the other half were given in asking repetition in the children's own words and getting them to imitate what had been read and to write original compositions of their own suggested by the author, there would be many many times more results in the way of actual training for writers and actual appreciation for literature than if whole years were given to parsing, analyzing, and dry remarks on the construction of sentences and the forming of paragraphs? Let us lay immense emphasis, at least on the need of a very great deal of interested reading on the part of students and equal stress on the absolute necessity of getting the pupils to write a very, very great deal, for these two things are the natural elements of effective training in writing and unless they are attended to it is vain to talk encouragingly of becoming an author or to be precise in the careful assignment of class exercises.

It is a sort of corollary from the principle we have enunciated that the teacher himself or herself should be immensely interested in what is read in class and should be able to communicate some personal enthusiasm for the author. One of the most precious bits of preparation for a teacher in English class is to get up a great and sincere enthusiasm and interest in the author to be read and then to study how to communicate this to the children. If we can get boys and girls immensely interested and enthusiastic about a great piece of literature we have gone miles towards making writers of them if they have any inborn talent at all for self-expression, and all the means that are used in the classroom, whether they are special editions or notes or exercises ought to concentrate upon this great object to make the author that is being studied interesting and appealing to the students. They will then find their flower and their fruit in a great enthusiasm in the mind of the child which will give the author studied a powerful influence both for refinement and for stirring up the in-born desire for self-expression.

Of course, the old difficulty arises that one has not time for much reading in the English class because there are so many other things to be done—there is parsing and analyzing and exercises to be corrected and the routine of explanation to be gone through. The answer is that all these things are inexpressibly less valuable than the actual reading and understanding of great literature by the pupils and their own efforts at imitation and self-expression; so that if it were necessary to sweep aside all the routine of the class in English and to give all the time to the interested and enthusiastic reading of actual masterpieces and the effort to reproduce them and to express one's own thoughts and feelings in imitation of them, it would be well worth while to sacrifice everything else for these two great and essential exercises.

Another obvious difficulty is that it is quite impossible to correct all the writings of the pupils if they are encouraged to do so much. I should see that a day never passes in the schoolroom without making the pupils set pen to paper for some sort of self-expression and for some actual practice in the art of writing, and if it is impossible to correct all these exercises make the pupils cooperate by correcting one another's work or else, if need

be, leave some of them uncorrected. One finds teachers who make a perfect spider web of red ink over their pupils' exercises and stay up till the small hours getting every mistake marked and every fault analyzed. But what influence has all this at times on the minds of the pupils? It rather appalls them and after a while they actually get to disregard the corrections so carefully made. It is far better sometimes to let them correct one another's exercises or to choose out two or three for special analysis and explain their successes and mistakes to the class. It is astonishing what effects this constant requiring of actual work on the part of pupils in study and writing will produce. We have in mind a class of youngsters who were suddenly thrown upon our hands once on a time when we were teaching English in the higher grades at the college. These little fellows were just entering school and they had very little practice in writing of any kind but we imposed upon them from the very beginning of the year the invariable task of writing each day one page of a diary which was to be the faithful chronicle of events of the day before so far as they had interest and were communicable. Every day, at the beginning of the English class, the ones appointed went around and collected these diaries and the boys were instructed to write about anything that they saw or that happened to them on their way home or to school which they thought would make an interesting incident. At first the accounts were painful and labored and the incidents strained to a degree. But as the year went on the little fellows acquired remarkable powers of observation or rather of self-expression and it was most amusing to read their daily accounts and to see how almost each one contrived to find, somewhere in the day, some incident which had dramatic possibilities and with which he could cover successfully a page of diary. I fancy that if this had been kept up for all the years of the high school and college course of these youngsters they would no longer have feared the pen and would have gotten a facility and a confidence in their own powers of description which would have stood them in good stead afterwards.

On one other occasion we were put in charge of a more advanced class in English which had, however, developed few writers of much promise until then. There was fortunately a college paper at hand and from the beginning we held out to the boys the ambition of getting more contributions into the college paper than any other class in the college. Besides we made them practice daily composition. When the Odes of Anacreon were being studied in Greek class every one was obliged to try toward the end of the class to turn the Greek into English verse, and while at first some of the results were ridiculous in the extreme, still it was astonishing how many of the boys developed a facility in making verse of which no one had ever suspected them capable. So, too, the Latin author had always to be translated into passable English and every day some little time in English class was devoted to actually writing out some thought or suggestion that they had received from their studies or from their experience at school. The result was that by the end of the year they no longer feared to attempt even quite difficult compositions and the class came off victoriously in the effort we proposed to them, contributing altogether more than forty poems, stories and bits of prose to the college paper during the course of that single year.

This will perhaps suffice for our first paper on the developing of writers. The great essential is getting the pupils to do a great deal of reading, intelligent, appreciative reading, and to do a great deal of writing with a purpose to excel. In our next paper we shall take up the function of the memory lesson and so go on to actual practice in writing for publication and to the development of a personal ambition and a definite purpose on the part of talented pupils to take their part in the apostolate of the press.

#### Call for Binders.

We have ordered a limited number of patent self-binder covers for volumes of *The Journal*. Most of these have already been spoken for. The remaining few will be sent to those who make first response to this notice, enclosing \$1.15 for binder and shipping. We have had these binders made up especially for *The Journal* as an accommodation to many who wanted a volume binder that would also hold the copies of the magazine as they appeared from month to month.

NEWS NOTES OF INTEREST.

The most gratifying feature of the Duquesne college (Duquesne, Pa.) drive is the 100 per cent loyal record. Every student from the oldest senior to the youngest "prep" scraped the lining of his pockets in an effort to assist this worthy cause.

An organization has been formed in this country of a national committee, for the restoration of the University of Louvain, this committee to co-operate with citizens of twenty-three other nations, in rebuilding the Louvain University halls and restoring, as far as possible, the shelves of the great library burned with its 300,000 volumes by the German invaders of Belgium in 1914.

Announcement is made that Mr. Timothy Foley of St. Paul has made a magnificent benefaction to the College of St. Thomas. This is a gift of \$100,000 for the erection of a dormitory building at the college. The purpose of this building will be to take care of students who are preparing for the priesthood.

Toronto, Canada, is to erect a monument to all who went from it and gave their lives in the service of their country. On the bronze tablet on which the names of the fallen brave will be inscribed, is also to be placed the name of Sister Mary Jeanne, the Lorentine nun who died while nursing the soldiers at Camp Zachary Taylor, in Kentucky, during the epidemic. Sister Mary Jeanne was a native of Toronto.

The National Catholic Assn. for the advancement of the colored people was recently formed at Richmond, Va., in response to a call for a conference fathered by Rt. Rev. D. J. O'Connell. It is national in scope and aims to foster the interests of the colored people along educational, industrial and missionary lines.

Cardinal Gasparri, papal secretary of state, has invited the cardinals throughout the world and the patriarchs to meet in Rome for a great religious ceremony in St. Peter's on the day of the signing of peace. Pope Benedict will pontificate.

The bells of St. Peter's, the world's cathedral, gave the first signal to the people of Rome that the armistice had been signed. The great chimera rang out "Gloria in Excelsis Deo et in terra pax hominibus." How the bleeding heart of the Father of Christendom must have rejoiced. No man living—no power on earth—had done more to bring blessed peace to the nations.

When Cardinal Gibbons presided at the Pontifical High Mass offered at St. Joseph's Passionist monastery, Baltimore, some weeks ago, to mark the closing of the golden jubilee celebration of the monastery, it was perhaps the first time in the history of the Catholic Church that a Cardinal has been present at the fiftieth anniversary of an institution, the dedication of which was his first act as Bishop.

Although His Eminence, Cardinal Gibbons, had to postpone the formal celebration of his Episcopal Golden Jubilee, honors have come to him from all parts. The Bishop of Arras has come to bring in person the congratulations of the French hierarchy, and the French Government has made him a Grand Officer of the Legion of Honor.

As an indication of the severity of the siege of influenza epidemic among educational institutions, mention is made of the condition at St. Mary's College, St. Mary's, Kans., where nearly one-third of the student-body and four members of the faculty were victims.

Brother Michael of St. John's Industrial School, Toronto, recently observed his Golden Jubilee. He has been teaching in Montreal, Quebec, Ottawa and Toronto for 50 years, 38 of which was in Toronto schools of the Christian Brothers' community. Congratulations of present and former pupils were had.

Porto Rico suffered from a tidal wave that followed an earthquake on that island recently, which wiped out the town of Mayaguez and washed away the monument marking the landing place of Christopher Columbus near Aguadilla. A loss of \$1,000,000 to Government buildings and \$300,000 to Catholic church property was experienced.

John Bunker, an alumnus of St. Xavier College, Cincinnati, intimate friend and associate of Joyce Kilmer, soldier-poet, who was killed on July 30 at the battle of the Ourcq, will succeed his literary partner as instructor in the course on newspaper verse in the Department of Journalism at New York University.

The religious difficulty in connection with the Scottish Education Bill was disposed of by the acceptance by the House of Commons of a new clause moved by the Secretary for Scotland. This provides that, subject to the Conscience Clause of the Education Act of 1872, education authorities should have the liberty and power in the matter of religious instruction in all public schools which School Boards have now in schools under their charge. A new clause proposing to establish in Edinburgh an Education Board to take the place of the existing Education Department was defeated after discussion.

The oldest university under the American flag is that of Santos Thomas de Aquinas, the famous Dominican seat of learning in the Philippines. It was founded in April, 1611.

Twenty-five teaching nuns from various convents in western Ontario have been taking the course in agriculture of Ontario Agricultural College, in order to teach the subject to their pupils. It was the first time nuns had attended this school.

In France many of the old monasteries are being used not only for shelters and canteens for the American troops, but also by the Knights of Columbus, Red Cross, Y. M. C. A., Salvation Army and other organizations for their work. Some of them have been transformed into hospitals. It is characteristic of the American spirit and training that these religious buildings are treated with the greatest respect and that everything possible is done to preserve them.

Holy Rosary Parochial School of Lawrence, Mass., has received a donation of \$50,000 from the Manufacturers' Association for Welfare Work.

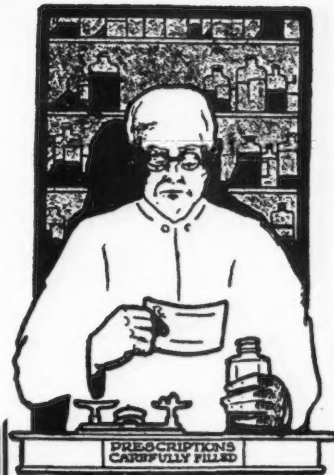
The Brothers of the Sacred Heart, Sacred Heart College, Central Falls, R. I., are doing remarkable work in the way of securing results in business writing. In this school the teachers make a point of having all written work done with perfect muscular movement.

Hall Manor in Portsmouth has been bought as a foundation for the Order of Benedictine Monks by permission of the Holy Father, as the initial institution in America. It is a branch of the Downside Abbey of England and eventually it is expected that a monastery will be erected. Father H. Leon-Sergeant, principal of the Newman School, Hackensack, N. J., is in charge.

"A Chair of the Immaculate Conception" has been founded in the Catholic University at Washington by that well known benefactor of the Catholic Church in the United States and elsewhere, Mr. George L. Duval. The object of this foundation is to teach the life and example of the Blessed Virgin and to exhibit from Catholic theology and the history of the Church her eminent place in the plan of redemption.

Brooklyn Catholic Schools Rank High

The Catholic schools in the diocese of Brooklyn covered themselves with glory in the last Regents' examination. It is doubtful if any higher tribute can be paid to Catholic schools than the result as announced by the State Department of Education. 18,820 papers were submitted, and 17,501 were accepted, giving the diocesan average of papers accepted 93 per cent. The record not only shows the quality of Catholic school education, but it demonstrates the efficiency of the system. The Sisters and Brothers make no special effort to attain renown in the State examinations.



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**DISCONTINUANCES**—If it is desired to close an account it is important to forward balance due to date with request to discontinue. Do not depend upon postmaster to send notice. In the absence of any word to the contrary, we follow the wish of the great majority of our subscribers and continue The Journal at the expiration of the time paid for so that copies may not be lost nor files broken.

**CHANGES OF ADDRESS**—Subscribers should notify us promptly of change of address, giving both old and new addresses. Postmasters no longer forward magazines without extra prepayment.

**CONTRIBUTIONS**—As a medium of exchange for educational helps and suggestions The Journal welcomes all articles and reports, the contents of which might be of benefit to Catholic teachers generally.

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DECEMBER, 1918

## CHRISTMAS CLOISTER CHORDS

Sister M. Shepperson.  
PEACE ON EARTH.

I.

Contrast accentuates. Never does peace diffuse so much of heaven as when seen emergent from the hell of war. Never does the selflessness of Calvary Christ seem so sublime as when seen side by side with the brute selfishness of the Nietzschean superman. For others, for all men, for God's world, for God—says the Calvary Christ; for me, for me, for me, for ME—says the physically splendid Blond Beast.

Amid these two extremes men wander at will; going upward or downward; becoming inherently worthy or unworthy; diffusing good or evil, blessings or cursings; saving their lives or losing them; attaining to sanctity or to satanic selfishness—according to the measure in which they respectively ascend unto Christ or descend to the Beast. This strife is as old as Time; it is God's way with this world. And unto him that shall overcome I will give to eat of the tree of life that groweth by waters eternal.

II

The greater happiness of the Christmas season is a direct result from the greater participation of men and women in the spirit of Christ. For their weakness has a power over strength; and then the laughter in the eyes of little children seems a better thing than our own passing good; and then the tired routine in the lives of those around us looks out upon us through their enigmatic eyes, and we understand better, we pity, we cease

to condemn—we would even ameliorate, we would show that we see and understand—and so we offer the dumb gift which mutely tells what our words could never tell: and then in our hearts, in our households, in our little world there is Christmas happiness.

## FRA BERNARDO.

There is a beautiful legend of Fra Bernardo. The monastery had vowed to set a carved altar to the Christ at Christmastide. Every monk was to do his own part. All the other monks had finished their work. Christmas over Fra Bernardo knelt and told his Lord of his failure. He had tried with his poor skill to carve something for the altar, for Christ's dear sake, but somehow he could not make anything worthy. So he prayed that his fingers might have skill, and that he might be able that very night to carve the dream of beauty that was in his heart. In the morning the monks sought Bernardo's cell and found him there—

Dead, smiling still, and prostrate as in prayer;  
While at his side a wondrous carving lay,  
A face of Christ sublimely tender, sweet;  
The work of Fra Bernardo was complete.

So it will be with those who seem to fail, but who continue striving faithfully, doing their lowly work as well as they can. When the end comes it will be seen that what to them seemed failure was beautiful with the beauty of Christ. God finishes the work His lowly ones try to do for Him.

Generations to come will read these names with awe, reverence and sincere gratitude; the military leaders of allied armies who prevailed against all odds to an absolute victory in the world's greatest war: Foch, Pershing, Haig and Diaz.

With almost 8 per cent of the men called to the colors found unable to read or write, the war has revealed to the public the wide extent of illiteracy in the country.

Without the love of books the richest man is poor; but endowed with this treasure of treasures, the poorest man is rich. He has wealth which no power can diminish, riches which are always increasing, possessions which the more he scatters the more they accumulate, friends never desert him, and pleasures which never decay.—John Alfred Langford.

Beautiful hands are those that do,  
Work that is earnest, brave and true,  
Moment by moment the long day through.

Careless, ungodly persons may annoy and inconvenience those who desire to do their duty humbly and fully. Unkind censure, carping, slander, ridicule, cold looks, rude language, insult, come to them. Whoever, therefore, lives a religious life, must be prepared for these.

## "REGINA PACIS, ORA PRO NOBIS."

By Sister M. Rose.

"Regina pacis," sing the Sisters,  
In the convent chapel where,  
Kneel the rest in adoration,  
Breathing forth the earnest pray'r—  
"Ora pro nobis; Mother, hear us;  
Ora pro nobis, Mother dear.

Queen of Peace, thou spotless Mother  
Of the Prince of Peace, divine,  
Tell Him, as thou didst at Cana,  
'Son, they haven't any wine.'—  
Ora pro nobis; Mother, hear us;  
To thy children's prayer incline.

For, exhausted, dearest Mother,  
Is the wine of Christian love,  
And it needs to be replenished  
By thy Son, our God above.—  
Ora pro nobis; Mother, hear us,  
Thou Queen of Peace as well as Dove."

A very significant canon of the new Code of Canon Law is No. 1524, which provides that "All persons, and especially clerics, religious, and administrators of church property, in letting out work, are in duty bound to pay the laborers a fair and just wage; to see to it that they have leisure for religious exercises at the proper time; in no way to detain them from their domestic duties and the pursuit of economy, nor to impose upon them more work than they can perform, or labors of a kind which does not befit their age or sex."

For the benefit of the perplexed teacher who sometimes wonders just what to do with this one or that one, human nature is a large factor. There is good and lots of it in every boy or girl if you can just discover the ways that lead to it. That is teaching ability for you—the real thing. The good teacher not only teaches well, but he must control well, in the sense of directing well, and developing well. Human nature study is a wonderful thing.

## A NEW YEAR WISH.

God bless the work that lies before  
your hand!  
God's blessing be on all that you  
have done!  
For what is fame o r gift o r treasure  
grand,  
If His approving smile we have not  
won!

God strengthen you when crosses come  
to stay,  
When shadows close around your  
heart and home!  
God guide your soul when light seems  
far away,  
When all the world's tossed waves  
are white with foam!

God dower yo uwith kind, consoling  
words  
For wounded hearts with gloom and  
anguish filled—  
Soft soothing words to sing like happy  
birds  
With voice prophetic, till the storm  
is stilled!

In body and in soul, God keeps you  
strong  
To toil for Him and never fall  
through fear!  
This is my wish, the burden of my  
song—  
God bless you in the dawning of the  
year!

—Brian O'Higgins



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Freehold, N. J.



Fifth Grade,  
Woodstown, N. J.



Public School No. 51,  
New York City.



Teachers' Class,  
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Christmas with the boys in the trenches is just a bit hard to contemplate, but the lives of the children must not be darkened by the War Cloud. The Victrola will brighten many gloomy hours if it is systematically used. Is there any other single thing that can do so much, please so many, and contribute so richly to education?

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# Victrola

# STORIES WITH SEATWORK IN READING, LANGUAGE, DRAWING AND HANDWORK

By Laura Rountree Smith

## A HOME-MADE MERRY CHRISTMAS

One December evening, the five little Peterkins sat by the open fire talking about Christmas.

"No Christmas tree this year," said the first little Peterkin sadly.

"No dolls or toys," said the second little Peterkin.

"No candles," said the third little Peterkin.

By this time they were all so excited that the fourth and fifth little Peterkins got out their little white handkerchiefs and wailed. "No Christmas for the Peterkins, oh, dear, oh, dear."

I do not know what in the world would have happened next, if there had not sounded a "rap-a-tap" at the door, and to the surprise of all in walked Old Father Christmas, glistening with snow from top to toe! He was singing:

"See the snowflakes, how they glisten,  
I've a plan, come children, listen."

At this they all crowded around Old Father Christmas and helped him brush off the snow.

He had a round, jolly face, like Santa Claus.

The Five Little Peterkins told him all their troubles and said they could afford no Christmas this year.

Old Father Christmas' eyes twinkled, and he said (for he always talked in rhyme):

"Why don't you cut your own Christmas trees,  
Answer that question, now if you please."

At that very minute there sounded a "rap-a-tap" at the door, and in came a Christmas tree, with lighted candles.

It went into the corner of the room and the candles sputtered and soon picked up voices, singing:

"Loving and giving all the day long,  
Is the merriest kind of a Christmas song."

Then Old Father Christmas said to the candles:

"Tell these children what to do,  
To make their wishes all come true."

The red candles nodded to each other and sang,

"Make some gifts for one another,  
And a ball for baby brother."

The white candles nodded to each other and sang:

"Make an evergreen wreath, and save the folly  
Of spending money for wreaths of holly."

The blue candles nodded to each other and sang,

"A recipe book for mother, too;  
A shaving pad for father'll do."

My, how the candles on the tree glistened!

The children clapped their hands with delight and said: "Old Father Christmas, we will make our own Christmas gifts, and they shall not cost a cent of money, and we will go to the woods and bring in our own Christmas tree. We can bring it home on the sled."

Old Father Christmas nodded his wise old head and replied:

"You can do wonders if you choose,  
But, children, you've no time to lose."

Then the most surprising thing happened.

Old Father Christmas hopped up the chimney and never even scorched his boots, tho the fire was burning merrily.

The Christmas tree glided out of the door as suddenly as it had entered.

"Oh" and "ah," cried the Five Little Peterkins. "How did Father Christmas get up the chimney? How did the Christmas tree go out the door?"

A merry voice cried down the chimney:

"I keep some secrets if you please,  
Beside candles, toys and Christmas trees."

The children knew, then, that Old Father Christmas was still up on the roof, but they go so excited talking about Christmas that they soon forgot all about him.

The first little Peterkin said: "I know where the evergreen trees grow."

The second little Peterkin said: "We will cut one down and bring it home on the sled."

The other little Peterkins went on plotting and planning gifts for each other.

Such happy days as they were. How fast they went! Such a busy time as there was in the children's play room!

They all were busy making Christmas gifts.

They made two kinds of balls for the baby.

One little Peterkin crotched a cover for an old tennis ball of bright red yarn, and another little Peterkin wrapped gay bits of yarn around a cardboard circle with the center cut out. She cut the edges and tied together. What a soft, fluffy ball that made!

They made rag dolls and corncob dolls, and clothespin dolls.

If I should write for 365 days I could never tell all the things the little Peterkins made!

They pasted calendars on blotters and tied with raffia.

They made raffia baskets and napkin rings.

They made match scratchers and a shaving pad.

They copied recipes for mother from magazines.

They made a new cook book for mother.

They told how much substitutes to use in everything.

They made a booklet for the kitchen, by cutting the edges from a newspaper. They called this an "Order Book."

Mother could write in the order book things she would soon need, instead of saying, "Oh, dear, I am out of matches. Oh, dear, who will get me some sugar? Who will get me a dozen eggs?"

Every hour it grew nearer and nearer Christmas Eve.

The new Christmas tree stood dark and silent in the corner.

The five little Peterkins said: "Oh" and "Ah, how will we light our Christmas tree?"

Suddenly one of them jumped up and down, shouting, "Paraffin candles."

They were busy for days making them.

When they had twelve dozen done the first little Peterkin said: "It seems a pity not to send them to the soldiers."

The second little Peterkin said: "Let us light one and see how long it will burn."

The third little Peterkin said: "They would be a comfort in the trenches."

The fourth and fifth little Peterkins said: "We can just wait and have our tree on Christmas morning, and let the sun light it for us."

They made a package of candles for the soldiers and sent them away.

Now the most wonderful part of this story is still to come.

"Rap-a-tap," was heard on the door one evening, and in walked a man with little electric light bulbs.

He said: "I heard about your sending candles to the soldiers and I will light your tree for you."

He worked away and soon when he touched a button the tree was lighted.

"Thank you, thank you. We wish you a Merry Christmas," cried the five little Peterkins.

There stood the tree aglow with light.

They pressed a button and made it dark again.

They could light the tree as they pleased.

They made some wreaths from their own evergreen tree to hang in the window, and all were ready for a merry time.

By and by Christmas Eve came.

The little tree was aglow with light!

The presents the children had made hung upon it! Mother had made popcorn chains for it, for a surprise, and father had bought some oranges.

The children danced about and sang Christmas carols and enjoyed their homemade gifts.

Father Christmas sang down the chimney—

"You are so happy now, because  
Each one was his own Santa Claus;  
Into each happy home I call,  
A Merry Christmas, one and all."

Now the most wonderful part of that Merry Christmas season came to the five little Peterkins a long time after in January, when they received a letter from a soldier boy somewhere in France.

He told the children how their candles were appreciated. He told how much light and comfort the candles had given them, and that they had used some of them to boil water for tea!

The five little Peterkins danced with a hop, and a skip, and a bound, and said, "We are so glad we did not use those candles on the Christmas tree; we are so glad we did not spend our dimes for Christmas presents. We are so glad we bought Thrift Stamps with our money, and we are so glad we had a Merry Christmas after all."

Their homemade Christmas had been a great success.

#### SEAT WORK

I. Write the story on cards, number the cards, pass out for children to read and copy, until they have the entire story.

II. Draw your idea of Father Christmas, copy his first words to the children.

III. Cut and paste the home of the five little Peterkins. Cut the children seated about the fire.

IV. Draw a border of candles, red, white and blue; draw them in candlesticks. Model a candle in a candlestick. Cut and paste an electric candle; tell how the light is obtained.

V. Draw and color a red candle in a circle; below the drawing copy what the red candle said.

VI. Draw a white candle in a square; write below what the white candle said.

VII. Draw and color a blue candle in an oblong; copy what it said.

VIII. Draw, or build with blocks, the chimney up which Father Christmas went; copy the words he said as he vanished.

IX. Cut and paste the Christmas tree the children brought in.

X. Draw the sled on which they brought it home.

XI. Crochet a cover for a tennis ball; start by making a round, like a mat; shape it over the ball. Crochet a cover for a ball of string in the same way, leaving the end on top, or bottom; hang up with ribbon or raffia.

XII. Cut a small pasteboard round; cut a round inside; wrap with colored yarn; cut at the edges, when the round is full, and tie in the middle. It makes a soft ball.

XIII. Make a rag doll and describe the making.

XIV. Make a cornucopia doll and potato doll.

XV. Take a clothespin, cut a circle from paper for a hat; cut out the inside of the circle so the hat will fit; cut a cape of paper; use wall paper. Make a face on the clothespin.

XVI. From empty spools make a Spool Family, give them funny faces and names. Tie different colored bits of ribbon around the neck of each one. Put the Spool Family in a bag or box as a gift for a little child.

XVII. Make the recipe book for mother and shaving-pad for father. Draw and paint a holly wreath for the cover of the shaving-pad, put soft paper inside, tie with ribbon or raffia.

XVIII. Wind a pasteboard napkin-ring with raffia cut from a tube, tie with ribbon. Make a raffia mat for the coffee pot to set on. Make a doll's hat of raffia.

XIX. Make paraffin candles for the soldiers.

XX. Write in a few words, "The most wonderful part of the story." What did Father Christmas say then? What happened in January? What are you doing in your schoolroom to help the soldiers?

XXI. Write another story about the five little Peterkins. Name them all; have the smallest ones twins, who are always dressed alike, think alike, and speak at the same time.

XXII. Call your story "The Five Little Peterkins on St. Valentine's Day." Tell what kind of valentines they made, and to whom they sent them.

XXIII. Draw and color a holly wreath and chain of bells.

XXIV. Write a letter to Santa Claus; tell him the story as briefly as you can. Do you think it well to save this year at Christmas time? Should we make all our gifts? Why?

XXV. Make a study of Christmas in other lands. Tell what a child does to celebrate in Russia, Holland, France, etc.

XXVI. Make a border of stockings, color red, white, and blue. Copy beneath the border any Christmas verse.

XXVII. Make a booklet, write in it part of the story each day. Decorate the booklet with drawing of holly wreath and berries. Write, or cut and paste in fancy letters on the cover the title of the story, "A Homemade Merry Christmas."

XXVIII. Make a calendar by writing numbers on a Christmas bell.

XXIX. Many snowflakes look like stars; observe them and make a border of snowflakes.

XXX. Dramatize the story orally and in writing.  
(Book Rights Reserved)

#### ASSIGNING THE LESSON

The assignment at all times should be definite. If it cannot be easily remembered by the pupils, it should be written on the board, or the pupils should take sufficient notes to direct them. The assignment should be definite as to length. To say, "Take as far as you can" is not a good way to assign lessons. It is very important that an assignment be of sufficient length. It is not always easy to make an accurate estimate in this respect. One of the poorest ways of determining it is to ask the pupils how much they think they can take. Another poor way is to ask the pupils how much time they spent in the preparation of such and such lessons. Making the assignment by pages or by number of problems is objectionable. Five pages of one lesson may be less than two pages of another in the same book; ten problems may not be so difficult an assignment as three problems of another assignment from the same book and even from the same list of problems. The teacher must determine this matter from day to day after a careful study of the lesson and from her knowledge of the class. The time for preparation which the pupils have must be taken into consideration. If pupils have only thirty minutes for preparation, they cannot prepare the same lesson that has been assigned for a class having forty-five minutes for preparation.

If work is assigned outside of the text, it should be obtainable. Countless hours of good time are consumed by pupils at all stages in school work hunting for some specific information not found in any book within the corporation limits of the village. Much time could be saved either by giving the desired information to the class, or telling just where such knowledge can be found.—Supt. H. E. Waites in School News.

#### SOMEBODY

Somebody did a golden deed;  
Somebody proved a friend in need;  
Somebody sang a beautiful song;  
Somebody smiled the whole day long;  
Somebody thought "Tis sweet to live";  
Somebody said "I'm glad to give";  
Somebody fought a valiant fight;  
Somebody lived to shield the right.  
Was that somebody—you?

—Selected.

# HOUSEHOLD ARTS AND DOMESTIC SCIENCE

Mary A. Moore, Cookery Dept., State Normal School, Kalamazoo, Mich.

## SERVING SCHOOL LUNCHES

The custom of serving hot lunches to children at school has spread very rapidly in the last few years and is meeting a great need. Physicians, school nurses, teachers, and those who have taken up this problem know that good, wholesome food helps in promoting both the physical and mental growth of children. Experiments show that wherever warm food has been added to a cold luncheon at school, good results have been attained. Children show more interest in school work, better health, better scholarship, etc.

There is a large group of children in the rural and consolidated schools who must carry a lunch basket. The lunch taken may be good, wholesome, nutritious food, but it is often crushed, dried out, eaten with dirty hands, and is not appetizing. They spend the morning in a poorly ventilated room, hurriedly eat a cold lunch, and get out to play. This way of eating generally leads to digestive disturbances and may affect the child's efficiency—if not immediately, possibly later in his life. As Mrs. Ellen H. Richards has said, "Science gives us warrant for paying attention to ceremony and surroundings of a meal, since they affect the beneficial flow of digestive juices." The noon hour should be used for social training and acquirement of good habits and refined tastes. Have both boys and girls taught what to eat and how to eat it.

Surely it is possible in most every school where children bring their lunches to provide some way for giving one kind of a warm food at noon. To be a success, the plan must have the co-operation of the parents of the community, the pupil, and the teacher. The equipment may be furnished by the School Board, donated by persons who are interested in the project, or purchased with money obtained by giving entertainments. Usually milk, cream, butter and eggs can be furnished by various families in rural districts. Some communities might prefer to raise a sum and have the teacher buy her own supplies. Products of the school garden that have been canned during the season may be utilized.

Often the busy teacher has little time to devote to problems of school feeding. How may the work be organized? The simplest way is, doubtless, to appoint the older students to be in charge of the work, with the younger students as assistants. Before school have necessary preparation made, and a few minutes before noon have final preparations made. Another group of students may be appointed to take care of the tables or desks, care of the towels, etc. Let the boys as well as the girls share in this work.

Provide a table where luncheon may be eaten or the individual desk spread with paper napkins may be utilized. If a table is used, have some child responsible for decorations, using flowers during spring and fall, and ivy in winter.

While children are at their luncheon, direct conversation; let them discuss topics of the day; tell stories, etc. Encourage personal cleanliness by having hot water and paper towels.

What will be some of the results of work of this kind? Utilization of the noon hour, which is so often wasted, for social training and acquirement of good habits and refined tastes. Lessons on hygiene and table etiquette. Opportunity to give lessons in cooking, training in habits of order, neatness, and helpfulness. Promote friendly feeling between children and teacher. The little children learn from the older pupils. It gives the child a practical education for life outside of school. The above are only a few of the results that may be obtained.

### Equipment

- |                                      |                                 |
|--------------------------------------|---------------------------------|
| 1 4-qt. double boiler                | 1 butcher knife                 |
| 1 teakettle                          | 1 paring knife                  |
| 1 large granite kettle with cover    | 1 large baking dish             |
| 1 soup ladle                         | 1 mixing bowl and measuring cup |
| 1 fork                               | 2 dish pans                     |
| 1 egg beater                         | 1 large sieve                   |
| 1 wooden spoon, teaspoon, tablespoon | 1 oil stove and oven            |

Individual equipment for each child, which would consist of plate, soup bowl, teaspoon and cup.

### A Few Dishes Which May Be Prepared at School

1. Milk in cream soups; cocoa.
2. Eggs cooked in various ways.
3. Custards.
4. Cereals.
5. Macaroni and cheese.
6. All kinds of vegetables—mashed, creamed, scalloped.
7. Apples—baked and stewed.

## SCHOOL PROJECTS FOR DOMESTIC SCIENCE CLASSES

These suggested school projects will furnish a list from which projects may be selected which will best meet the abilities, needs and facilities of classes for which the work is planned. It will be found that the interest in the project work will extend into the home and be a means of broadening the school subjects. The projects are suggested in a recent bulletin of the State Educational Department of New York.

### I. SCHOOL PROJECTS

#### Drawing Class Projects

- Painting place cards
- Making candle shades
- Painting Christmas, Thanksgiving and birthday cards
- Making menu cards
- Making calendars
- Making Christmas tree ornaments

#### Sewing Class Projects

- Darning stockings
- Mending
- Making holders
- Knotting comfortables for children's beds
- Dressing dolls for Christmas
- Making children's clothing
- Making infants' outfits
- Making sewing and fancy aprons
- Making kitchen aprons
- Making buttonholes
- Trimming hats
- Making ribbon flowers
- Making bags for shopping and knitting
- Making booties for babies
- Embroidering initials on towels and table linen

#### Laundry Class Projects

- Cleaning and renovating hair ribbons, etc.
- Laundering clothing
- Cleaning gloves
- Washing and ironing fine waists, collars and cuffs, linen

#### Cooking Class Projects

- Popcorn balls
- Sugar substitute candy
- Jellies, conserves, and fruit butter
- War bread and muffins
- War cookies
- War cake
- Meat substitute dishes
- Salads
- Preparing and packing lunches for individuals or groups

(Continued on page 313)

# DRILLS, GAMES AND EXERCISES

Lucia May Wiant, Former Supervisor of Expression, Dayton, Ohio

## MOUNTAIN BELL "STEP"



One of the simplest games played and one that brings enjoyment from third grade pupils to those of high school age.

Class form in circle or circles, boy and girl, boy and girl, etc., observing that even number play game.

Join hands high and cross right foot over left, "scissors" step, employing tiptoes only of foot crossing (Fig. 1). Cross right 1, step left 2, right 3, left 4, right 5, left 6, right 7, left 8. On eighth count left tiptoes are crossing. Return

in same manner, crossing left first (Fig. 2). This brings right tiptoes pointing on eighth count. All keep hold of hands and advance to center of circle, starting inward left 1, right 2, left 3, heels locked on fourth count. Retreat left 1, right 2, left 3. On fourth count partners (boy and girl standing next each other) race and take position (Fig. 3.) Glide four quick steps to center and return to position in four counts, observing "dipping" in and out (Fig. 4). Repeat game three times.



Showing positions and steps in Mountain-Bell-Step game

# PRIMARY NUMBER TEACHING WITH GAMES AND CONSTRUCTION WORK

Miss Lura M. Eyestone, State Normal University, Normal, Ill.

## SECOND YEAR

Many teachers feel that the time is wasted in reading periods because pupils are slow to find the page. A drill now and then on finding pages quickly has been very beneficial, especially when the quickest pupils' names are called. Children learn to think whether 63 comes before 81 or after, and to place numbers quickly.

We sometimes take three minutes to find pages, as Find page 28, 41, 16, 53, 22, 70, etc.

### Number Games

**Quick Thinking.**—A little game that we play that the children like very much combines considerable quick thinking, thus:

- Find the page that is twice 5.
- Find the page that is 2 pages before 9, 19, 39.
- Find the page that is 1 page after 20. What is it?
- Find the page that is 7 pages after 30. What is it?
- Find the page that is 1 page before 100. What is it?
- Find the page that is the sum of 7 and 3. What is it?
- Find the page that is twice 10. What is it?
- Find the page that is the sum of 20 and 7. What is it?

**Football.**—Two captains are chosen. Each chooses his players, choosing from the class until all the members of the class are on the teams. Names are chosen for each team, as the U. High and Normal High, or Normal and Wesleyan.

A player from each team is chosen to keep the score.

The teacher draws a large football on the blackboard and within it writes a number fact 6. A player from U. High runs forward and kicking in the air says 10. U. High wins a point. A player from Normal High kicks next. If the player is not ready to run when his time comes, or does not "kick right," the other side takes it up.

At the close the score is given.

**Snowball.**—Some nice, snowy morning is a good time to play this game.

The teacher or a pupil draws a snowman on the blackboard. At one corner of the blackboard a mound of snowballs is made. On each ball is a number fact. A child pretends to pick up a ball, and throws as he gives the problem and answer. The teacher erases a part of the man each time the answer is given correctly.

**Echo Game.**—An interesting game for securing attention and also forcing thinking was given in a recent number of Primary Education.

The following game is a slight variation to be used for combinations.

Captains are appointed and sides chosen. Numbers from one to ten, twelve or more, according to the addend used, are put on the board to form a square around the addend, as:

	2	10	11	
3				4
6	:	2	:	9
8	:		:	13
	7	5	1	

A child steps to the board with pointer and gives the sums. If he gives all correctly that counts one for his side. Should he make a mistake the class give the correct answer and the pupil reciting must sit.

Another child steps to the board and gives the sums. When he comes to the number missed by the first pupil, that pupil must rise and "echo" that number. As if, for instance, 9+2 is the number missed. When the second pupil say 9+2 are 11, the first pupil echoes 9+2 are 11. Should he fail to do so, at once, then he must give the combination five times, and that counts one against his side.

The first time the game is played with a new addend,

it is well to have the pupil give only one side of the square. If he fails on one of these, the second pupil takes the same side.

This game can be used equally well for multiplication and division, with slight variation.

**A Guessing Card Game.**—A pupil is chosen leader. The leader takes a number of cards, on each of which is written a combination. The leader looks at the card on top, and gives the sum of the combination.

If it is +9, he says 13, and then calls on different players until some one says, "Is it 6 and 7, or 7+6?" The child guessing correctly gets the card.

The rows may race each other, or the class may be divided into two sides, and the points made by each side added.

**Another Guessing Game.**—The class should be divided into several groups, according to size of class. A captain is chosen for each group. He chooses the pupil from the group who is to go to the blackboard. Each group may have its section at the blackboard separated by lines from the others.

The leader selects one of the cards and gives its answer, as 14. Each child then writes on the blackboard some combination of 14, as:

7	5	9	11	3
+7	+9	+5	+3	+11
14	14	14	14	14

When everyone has finished the leader holds up the card and those who have guessed correctly add a star to their score.

**A Number Battle.**—All the pupils in the class are divided into two sides which form in parallel rows.

Cards containing combinations are then shown alternately to the sides. Each child in his turn must give the correct answer promptly. If he does not the card is passed to the next child on the other side.

If side 2 answers correctly, one child may be chosen from side 1, and goes to the foot of side 2. If side 2 fails to answer, the card is passed to the next player in side 1. If he answers correctly nothing is gained by either.

A time limit should be placed on this game, and the side having the longer line when "time" is called is the winning side.

### THE AMERICAN FLAG

(Recitation for older boy or girl, holding large flag.)

That flag has brought more joy to humble hearthstones than any insignia of government that ever floated in the sun-kissed breezes of heaven.

The red in that flag is redder than the sun rising on the eastern horizon with a face of ineffable splendor. Redder than the carnation flower whose colors were brewed in the workshops of heaven. It typifies the blood that flowed in rivulets down the slopes of Bunker Hill and stained the snows of Valley Forge.

The white in that flag is whiter than the driven snow as it falls uncontaminated from the matchless hands of God. It typifies the purity of that patriotism that animated American manhood in a thousand blood-fought fields and a hundred crimson seas.

The blue of that flag is bluer than the arch dome of heaven; bluer than the modest violet that blossoms in the wooded glen on the sunny side of the old log. It typifies the sacrifice of the mother who gave her first-born on the altar of his country, and kneeling at his vacant chair asks God for strength to comfort her aching heart; takes the sword from the nerveless hand of the dead hero and buckles it to the wrist of her stripling son and bids him go forth and conquer, or never return.

—H. W. Smith.

## CHRISTMAS PICTURE STUDY

Mrs. Annie Smith Ninman, Formerly Art Department, A. and M. College, Stillwater, Okla.

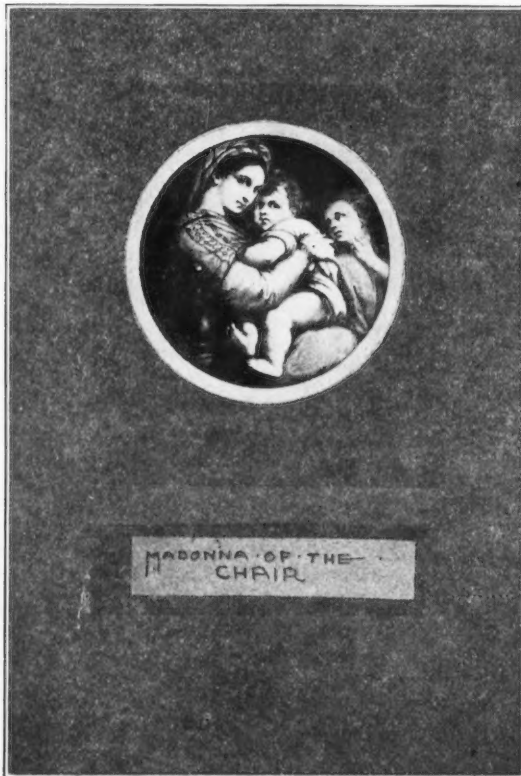
### THE MADONNA OF THE CHAIR AND RAPHAEL THE ARTIST

Supreme among the painters of Madonna subjects is Raphael, the "Prince of Painters." Raphael, the youthful artist, was interpreter of intellectual and spiritual beauty, of joys of motherhood, and innocence of childhood. To Raphael, the virgin Mary and Holy Child appealed to his temperament. For the people his paintings became realized visions of a mother adored by them, of a child innocent in its youth and loved by all.

Raphael's paintings of Madonnas are to be found even in the huts of cannibal lands, for their influence is exalting and their loveliness purifying to those who

the faces of their mothers. To see within the arms of the pictured Madonna the Christ-child is to know and to feel again the protecting embrace of their mother's arms and to realize that their steps are guided, that the part they have to do in the world may be made one of good to themselves and to others.

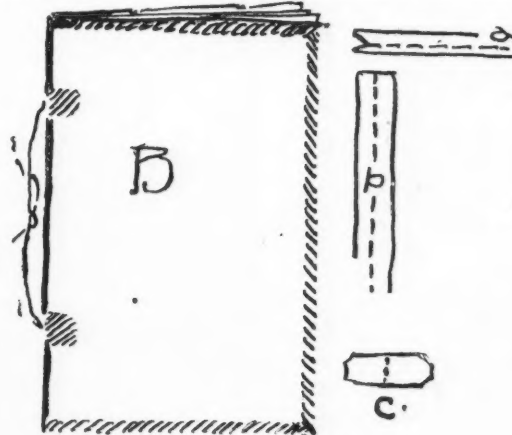
Raphael in his painting of the Madonna of the Chair



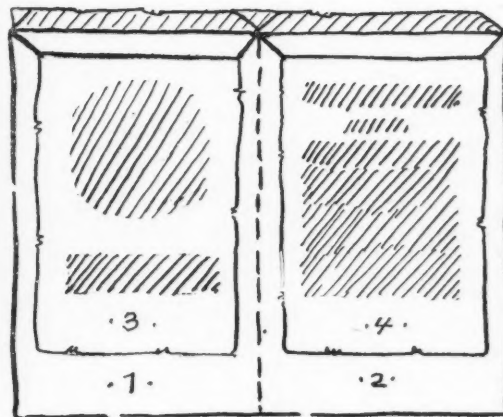
Showing how "Madonna of the Chair" should be mounted. The picture is first mounted on brown paper and on brown of the same color the title lettering on a very light brown is mounted. Then the two mounts, picture and title, are mounted on a background of dark grey. The sizes of the pieces of mounting paper will depend on the size of picture. Use same proportions of dimensions as shown in illustration

gaze upon these painted idealizations of glorified motherhood and exalted youth. The supreme achievement of Raphael is the painting of the Sistine Madonna, which symbolizes the divine mystery of motherhood and sacred loveliness of childhood. Second to the Sistine Madonna is the Madonna Della Sedia, or the Madonna of the Chair, which symbolizes in art the human aspect of mother love and devotion. For the Madonna of the Chair everybody who sees has a genuine feeling of affection and appreciation. It hangs in the Pitti Palace, Florence, Italy.

To children the study of the Madonna, as the mother of the Holy Child, and the contemplation of Madonna paintings, awaken within their hearts a greater understanding and appreciation for the love, the anxiety, and trusting care that surrounds them in their own homes and the loveliness of heart that is revealed to them in



BOOKLET COVER



INSIDE - FOLDER - PAGES

(Pattern designs for making Booklet to contain mounted picture studied with pupil's story. See completed booklet)

depicts a home-loving Madonna, which makes its appeal alike to mother hearts and to loving boys and girls. The thoughts of all who appreciate the painting are directed to thoughts of home, for the Madonna of the Chair reflects charmingly home life. The mother, at rest, peaceful and contented, holds close to her breast with a protecting, loving embrace, the wondering, trustful babe. At her knee stands an older boy in adoration of the Christ-child; this is John the Baptist. Such a happy group may be found in any home, just as Raphael, on one of his walks, saw a mother, resting after her day's labor, her children gathered to her just as he has portrayed them in his painting—the Madonna of the Chair.



Showing inside of completed Booklet made by pupil according to accompanying diagram pattern, for containing mounted picture of any subject studied with story of the picture written by the pupil

The painting of the Madonna is within a circular outline. Raphael having come upon the charming home group, made a sketch with charcoal upon the head of a wine cast, from which he later developed the painting cherished by all. The painting within a circle is called a "tondo" and is made up of rhythmic lines and balance of color masses. In the painting of the Madonna of the Chair the eye of the observer is carried from one pleasing contour to another, resting at will on the centered interest to be found in the faces of the Madonna and child Jesus. Loveliness, peace, harmony are to be found within the pictured group. The story of brooding love, protecting care, and of future aspiration are to be seen in the face of the Madonna. Innocence, adoration and trustfulness in the faces of the children make the charmed circle complete.

The traditional coloring of red, blue, and white of the Virgin Mary, form the color keynote to Raphael's painting. To the children who study the Madonna paintings these colors of the Virgin Mary should stand out in their memories in their full meaning of purity, constancy, and of love.

In Raphael's painting, red the symbol of love, blue of constancy, and white for purity are to be found in the clothing of the Madonna. The shoulder drapery is of green, symbolizing fruitfulness. The Holy Child as God's gift to the world is endowed with greatness. Raphael, to assimilate wisdom, has clothed the Christ-child in yellow, the color of gold. Orange, signifying benevolence and good will, is worn by John the Baptist. A rich quality of purple, the regal color, is to be found in the background and among the shadows. Mixed with golden sunshine, warm and mellow, Raphael has used all colors of the spectrum, yellow, orange, red, violet, blue, and green, toned to harmonizing qualities.

#### THE ARTIST

Raphael Sanzio, the artist and known to us thru

his painting of the Madonna Della Sedia (the Madonna of the Chair), was born in Urbino, Italy, in 1438. He acquired fame at an early age, having studied under the direction of his father.

The Madonna of the Chair was painted in 1516 when the artist was 33 years of age. His paintings in the Sistine Chapel and paintings of Madonna subjects have been praised for over four centuries. Paintings by Raphael are to be found in all the galleries of Italy, Dresden, Vienna, and in the National Gallery. One painting, that of the Madonna di Saut Antonio, is to be found with the Morgan collection in the Metropolitan Art Museum of New York City.

Raphael was the architect of St. Peter's Cathedral, Rome. His last painting was of the Transfiguration. Other Madonna paintings are Madonna of the Goldfinch, Madonna del Grau Duca, and Madonna Degli Ausidei.

Raphael died in Rome in the year 1520. He was buried in the Pantheon by the people, who honored and praised him as an artist and loved him as a man.

#### PICTURE THOUGHTS

(The following questions are designed to help the child to an appreciation of the picture and to express the thoughts the picture is intended to convey.)

What story has the artist told? How has Raphael told the story? This is a portrait painting; what does the artist portray? Who is the mother? What is the baby's name? What is the name of the boy at the mother's knee?

Why is the painting called Madonna of the Chair? Who is the Madonna? Why is the pictured mother called the Madonna? Of whom is she the mother? Why was the child Holy? What was his mission?

The picture tells of mother love; how? Does the mother love her baby? How has Raphael told of her love? Does the baby love his mother? Does the picture

show the baby's trust in his mother? Why are the hands of the boy John the Baptist folded? Why does the older boy adore the infant Jesus?

The art truths in the picture are told by the artist Raphael—how? The picture is round—what is it called? When the inclosing line of picture is curved, what kind of lines must be found in the painting? What is rhythm? How is rhythm shown in the painting? Why must rhythm be shown in the drawing? What is harmony? What pleasing relation is shown in the painting of the Madonna? Where is the interest in the picture? Why centered on the faces of the mother and babe? What are the spectrum colors? Where has the artist placed the colors? Why? What are the virgin colors?

The story of the artist and why? Who painted the Madonna of the Chair? Where did he live, in what country? Why did he love sunshine colors and deep sky blues? What is Raphael famous for? As a painter of Madonnas—what Madonna? How very long ago did he live? He was a painter of beauty. Why?

### FOLDER FOR HOLDING PICTURES

Construction of Folder A, a booklet for the mounting of half penny size prints of Madonna paintings:

a. Paper—9x12 inches—placed on desk with long edge in horizontal position.

b. Right vertical edge folded over  $\frac{1}{2}$  inch and kept folded.

c. Fold remaining part of horizontal edges into four equal parts—unfold. Do not change position of paper.

d. Fold short edges into two equal parts.

e. With scissors cut along horizontal fold, dividing paper into two strips of narrow panels.

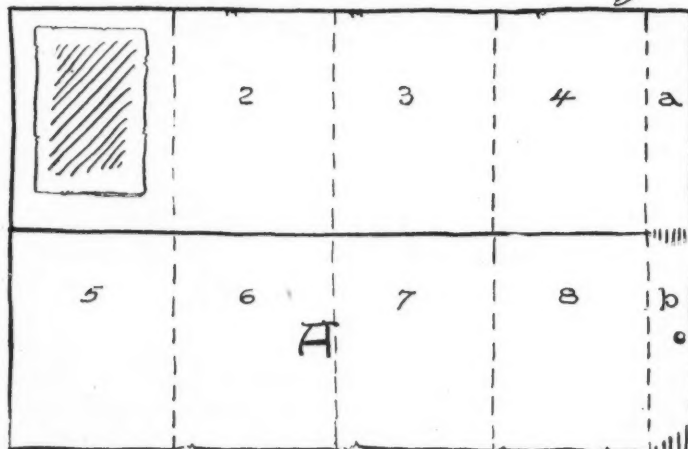
f. Paste strip 5, 6, 7, 8 to flap a.

g. Fold panel 2 back, 3 forward, and the other panels as indicated in drawing.

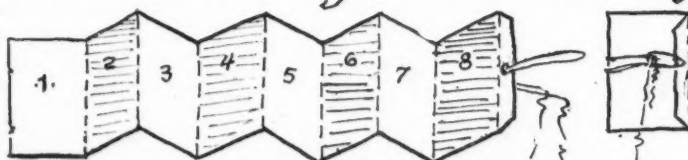
h. Flap b should be folded forward over the completed booklet. A loop of cord may be run thru flap b. The loose ends of cord should pass around booklet and slipped thru the loop, thus fastening the booklet.

This booklet may be made with any number of pages. The pictures to be mounted on inside pages. Booklet folder opens from left to right.

### BOOKLET-FOLDER-FOR-MOUNTED-PICTURES



FOLD ON DOTTED LINE. CUT ON HEAVY LINE.



Pattern design for making Folder for Holding Small Pictures, the pictures to be mounted on pages 1, 2, 3, 4, 5, 6, 7, 8, etc., as designated in diagram. The small 3x3½-inch size of Perry Pictures are well adapted for mounting in such a folder

### SCHOOL PROJECTS FOR DOMESTIC SCIENCE CLASSES

(Continued from page 308)

Preparing and serving meals

Washing dishes

### II. HOME AND NEIGHBORHOOD PROJECTS FOR REMUNERATION

Running errands

Washing dishes

Cleaning silver

Dusting

Sweeping

Scrubbing floors

Polishing floors

Making beds

Washing windows

White enameling woodwork and furniture

Setting and arrangement of table

Waiting on table

Marketing

Planning meals

Cooking meals

Making butter

Ironing plain clothes

Washing curtains

Taking care of infants and young children

Cracking and picking nut meats

### Individual Projects

Knitting baby's bonnets, sweaters, scarfs, bedroom slippers and bed boots

Selling magazines

Reading to old people or the sick

Staying with children in the evening

Tutoring

Catering for lunches, dinners and light refreshments

Save part of allowance by walking instead of taking car

Save a percentage of picture shows attended

Save by getting along without new hair ribbons, etc.

Taking care of children after school and Saturday

### BOOKLET FOR PICTURE WITH STORY

Construction of Booklet B, a folder cover enclosing pages planned for the mounting of Madonna print and a page of written description of same. Booklet may be tied with cord placed thru the folded back.

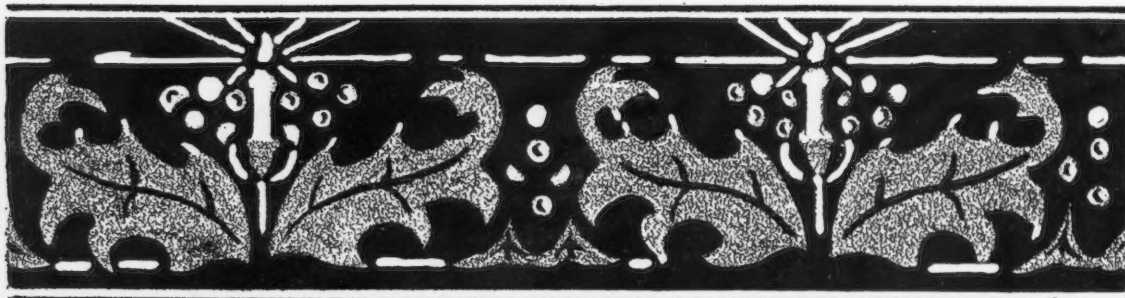
The cover B is constructed from 9x12 inch paper folded on short vertical fold. Narrow strips a and b of paper in contrasting tone may be folded thru center and pasted to outside edges of cover, forming a binding, adding strength to the open edges. Two small decorative flaps c can be held in place along cover back by the cord which fastens cover and pages together.

The inside pages are constructed from paper 9x11½ inches. A narrow strip is folded along the top horizontal edge. To this strip is to be pasted, on left panel, the print of the Madonna and on the right the page of written description.

All margins should be wider at the lower edge, narrow at top and sides. On a single page the side margins may be the same in width. On a double page, as illustrated, the inside margins should be narrower than outside spaces. The margins of the mounted page should be observed in the placing of writing on page for description. An empty space should surround the writing, forming an enclosing line for the written words.

## DECEMBER BLACKBOARD BORDER

Etta Corbett Garson



The Christmas season throws a glow over the entire month of December. No roaring wind or blinding snow can drown the chimes of Christmas bells or mar the spirit of the holidays. While we festoon with winter greens our homes, nature decorates the outside world for us. Soft snow sculptures strange, fairy-like domes and arches. The sleigh bells jingle, purple shadows streak from tree trunks across the sparkling snow, the pine trees curve downward under their soft, snowy burden, and little mounds of snow pile high in the crotches of the leafless trees.

This wintry month gives us an opportunity to become acquainted with the trees so that we can greet them as old friends when we meet them on our walks. The deciduous trees make an interesting winter study. Winter lays bare a tree's individuality. When a tree is leafless we can see the angle at which the branches spring from the main trunk, the degree and direction in which the branches curve, the appearance of the bark, and the arrangement of the buds. It is easy to recognize the oak, with its great horizontal branches and its rugged trunk showing strength and endurance. The sound of withered oak leaves rustling in the wind is the keynote of the woods on a bleak December day.

The elms are most beautiful in winter. Etched clear against the winter sky, we have a chance to see the delicacy of the small branches and the intertwining of the lacy twigs. We can then distinguish the Etruscan vase shaped elm from the plume and oak shaped.

The beech tree is not so beautiful as the elm, but it has a noble trunk and widely spreading branches that

sweep downward toward the earth. Its bark is smooth, close-fitting and olive gray. Its twigs are reddish-brown, and at the end of every twig is a pointed, lance-like bud.

The ash is one of the easiest trees to recognize. The trunk is very straight, and the branches growing straight out from it for a short distance curve first downward, then point toward the sky. At the tips of the branches are curious dark buds.

The butternut is frequently an ill-shaped, uncouth tree with straggling sort of branches.

When the Christmas trees arrive we wish for the ability to distinguish the different cone-bearing trees and not have to refer to them simply as evergreens. The pine, spruce, fir, hemlock, juniper, cedar, cypress, and larch are all conifers and can easily be known by their needles, cones, and bark. The balsam, with a cross at the end of each branch, is the most used for Christmas trees.

Birds nests are easily discovered in the leafless trees and among the bushes. It is interesting to observe their wonderful construction. Unravel one of these abandoned nests and see the surprising variety of textiles used for covering and lining. Some new birds appear this month and are usually inclined to be friendly. With the first severe northern gale the snow-bunting is sure to arrive. The winter Wren and Red-Polls are seen in the spruce groves. Of course, the Chick-a-Dees hop about, and a table where you can scatter crumbs will afford you an opportunity to make friends with them and enjoy their sprightly, cheerful little ways.

## LITTLE STORIES FOR ORAL AND WRITTEN LANGUAGE

Carrie R. Starkey, Milwaukee, Wis.

[Stories should be read or told by the teacher to pupils, who in turn should retell the story orally. Those advanced enough may both retell and write the story. More advanced pupils may read the stories instead of the teacher reading them.]

## SANTA CLAUS LIKES KIND CHILDREN

'Twas the night before Christmas and all the children in the Brown house had hung their stockings around the fireplace and were ready for bed. Alice, who was always trying to do something nice for somebody, looked very sober in the midst of their bedtime frolic. "What is the matter with my little girl?" asked mother, who noticed that she had stopped playing with the other children.

"I was just thinking," said Alice, "that we ought to do something for Santa Claus. He has always brought us such nice presents and we have never even thanked him for them. I think it is too bad that he always comes so late at night when everybody is in bed. I wish he could come to supper some time. Wouldn't it be jolly to have Santa Claus eat supper with us?" and the children all shouted to think what fun it would be to eat supper with Santa Claus.

"Let's leave him some supper," said Alice, "I'm sure he must be hungry after riding so far."

So Alice went to the pantry and got some cookies and apples, a bottle of ginger ale and a glass. These she placed on her dolly table close to the fireplace. Then she wrote a note telling Santa Claus that the lunch was for him and wishing him a Merry Christmas.

The next morning the lunch was all gone and there was a note from Santa Claus thanking them for the kindness. "Because you are such good little children," wrote Santa Claus, "I brought you the prettiest little tree that I could find in the North Forest." So that is how the Little Pine Tree came to be sent to the Brown house and why it had such a happy home because the children were so happy.

# EXCITING TIMES IN THE NORTH FOREST

Great was the excitement among the Fir and Pine trees up in Santa Claus land. They knew the Christmas season was coming because the North Wind told the Tall Pine tree and she had whispered it to all the trees in the North Forest. "Christmas is coming," they told one another, "Christmas, that happy time when we can leave this cold north land and go into the warm homes of happy little children." Do you wonder they were excited? There was a great whispering among the trees, the boughs swayed with excitement and the pine needles snapped and cracked as they talked together.

The Little Pine Tree that lived in the middle of the Forest could not make out what the excitement was all about. You see she was very young and had never seen Christmas before. When the excitement had quieted down enough for her to make her little voice heard above the tumult of the sounds she asked the Tall Pine what the excitement was all about.

"Well," said the Tall Pine, bending low so she could be heard above the whisperings of the other trees, "Christmas is the greatest day on earth for us and for the people whom we go to visit. A man comes with an axe and picks out the best looking trees in the North Forest and takes us away to the big city. There Santa Claus finds us and carries us to the homes of happy children. And, O, what a good time we do have. Our boughs are trimmed with beautiful things of gold and silver. Wonderful fruit hangs from our branches, there are bags of nuts and candy and all kinds of toys for little girls and boys. At night they place hundreds of gay candles amid our green boughs and when these candles are lighted folks say we are the most beautiful trees in the world. I am sure they will take me this year," said the Tall Pine Tree as she straightened herself and began to talk to her tall neighbors once more.

## "BE HAPPY ANY WAY," SANG THE PINE TREE

The Little Pine Tree was fairly quivering with excitement after she heard the story about Christmas. She was so anxious to go into the homes where happy little children live. She talked about it all day and dreamed about it all night and she sang her song of gladness to all the trees in the North Forest. Close by lived the Haughty Balsam Tree. The Balsam family was considered the best family in the North Forest. Their trees were better shaped, they kept their needles bright and glossy and they usually sold for more money in the city market than did the plain Pine Tree. This tree that lived close to the Little Pine Tree considered herself the best and finest of any of her family. She was all ready for Christmas and she felt sure that she would be the first tree taken. When she heard the Little Pine Tree singing about Christmas she stopped her swaying long enough to look down upon the Pine Tree.

"Do you think you are going to be chosen for a Christmas tree?" she asked in surprise. "Why, of course I'll be a Christmas tree," answered the Little Pine. "No such things," said the Haughty Balsam, "you are far too little. When the woodmen come they will never take such a poor little tree as you. Who would want such a little Christmas tree? You could not hold half the presents the children get at Christmas time. So just stop your singing and make up your minds that you must wait another year before you become a Christmas tree."

That kind of talk frightened the Little Pine Tree very much. "Still," she said, "I'll just keep on singing my song and when the woodmen come maybe they will hear my song and take me anyway."

## THE THREE FATES

Soon the woodmen came into the North Forest. The trees all knew it the moment the woodmen arrived. They knew it by the crouching of the snow beneath their heavy boots. They knew it by the sound of whistling and laughter as the men set about the happy task of cutting Christmas trees; but most of all they knew it by the sound of the axe and the crashing of the boughs as the favorite children of the Forest were chosen for

the Christmas cargo. One by one the trees were taken and piled upon big sleighs ready to be shipped to the city. The Balsam tree was taken of course, and the Tall Pine came down with a crash and lay at the feet of the Little Pine. They dragged her away and then a man with a merry whistle caught sight of the Little Pine.

"Here is a little beauty," he called. "She is rather small, but she is such a cheery looking little tree and smells so nice I think I'll take her anyway." So the Little Pine Tree went away with the Haughty Balsam and the Tall Pine Tree. Away to the big city they were carried and they made the city street look like a bit of the North Forest as they stood in rows about the door of the market. The little boys and girls shouted with joy as they saw the Christmas trees and even the older folks stopped to admire them and enjoy the smell of the North Forest which the trees had brought with them.

Santa Claus had a great time that year picking out his trees, they were all so nice he did not know which ones to take. He saw the Haughty Balsam Tree and he said to himself, "You are a beauty, my dear; I'll just send you right over to the rich people on the hill, and this Tall Pine Tree I'll send to the big church, they said they wanted a large tree." Then he picked up the Little Pine Tree and he laughed to see anything so small and pretty. "You are a little darling," he said, "I'll send you down to Brown's house. They have a lot of children there and they will just love a pretty little tree like you."

So the Haughty Balsam tree went to the rich people on the hill. She was trimmed with beautiful ornaments that cost a lot of money and she was lighted with little electric lights that cost more money. The presents that hung upon her boughs were rich and costly, but there was only one spoiled little girl lived at the rich house on the hill and the Haughty Balsam Tree got very lonely.

The Tall Pine Tree went to the church and had a perfectly lovely time. She, too, was trimmed with handsome ornaments and lots of electric lights. There were hundreds of persons to see her in all her glory and the little children shouted with delight when the curtains were pulled aside and the Christmas tree blazed forth. But, alas, she only lasted one night, then she was stripped of her handsome ornaments and thrown away.

The Little Pine Tree went to the Browns. She was placed upon the table in the very center of the parlor. She was trimmed with popcorn and cranberries, with apples and nuts and home-made candies and cookies. Fat gingerbread men hung on her boughs and smiled upon the maidens made of pie crust. There were no electric lights on her, just plain wax candles and toys such as healthy, happy children like. When the gay colored candles were all lighted, a score of happy children gathered around the table and declared it was the handsomest tree they had ever seen. The children liked her so much that she was allowed to stay for three weeks. Every night her candles were lighted and she was the happiest of all the trees that came down from the North Forest.

## HAPPY NEW YEAR TO WEE WILLIE WINKLE

Wee Willie Winkle wanted to sit up to see the New Year born. He explained to Mother that he had never seen a "Little year borned." He was sure he could keep awake until it happened, especially as there was to be company and plenty of good things to eat.

"Let him try it," said Father with a knowing look in his eye. Wee Willie Winkle was very happy and very much excited. He pranced about the house telling everybody that he was going to sit up until midnight to see "the New Year borned." When the clock struck 8—his usual bedtime—he was as wide awake as tho it was morning and even when the clock struck 9 Wee Willie Winkle was still wide awake and went into the kitchen to eat popcorn and hickory nuts. All the grown folks were having a merry time in the parlor playing some kind of a stupid game that the wee lad could not understand. So he quietly stole away into the library and curled up in Father's big chair—not to go asleep, no,

(Continued on page 320)

## BIRD STUDY FOR DECEMBER

### WHITE-THROATED SPARROW

T. Gilbert Pearson in Audubon Leaflet

#### Haunts

It is in autumn, when the hills take on their dresses of red and gold and the fields stretch away brown and deserted to the blue haze hanging along the horizon, that I go in quest of the White-throated Sparrows. They are not to be found in the deep woods, nor often on the open meadows, but it is in the hedge-rows among the briars of the old fence-corners, or in the thickets on the edge of the forest that one will discover them. When you find one Whitethroat you are pretty sure to find several others. Very often they are with Juncos, and sometimes a few Song Sparrows are found feeding in their company. There are usually at least a dozen in a flock, and sometimes fifty or a hundred birds will be found together, at least half of which are White-throats.

#### Audubon's Experience

This bird was a favorite with Audubon, and his account of its behavior in the autumn days gives one a splendid idea of the Whitethroat's manner of life at this season:

"How it comes and how it departs are quite unknown to me. I can only say that, all of a sudden, the edges of the fields, bordering on creeks or swampy places, and overgrown with different species of vines, sumac bushes, briars, and the taller kinds of grasses, appear covered with these birds. They form groups, sometimes containing thirty to fifty individuals, and live together in harmony. They are constantly moving up and down among these recesses, with frequent jerkings of the tail and uttering a note common to the tribe. From the hedges and thickets they issue one by one, in quick succession, and ramble to the distance of eight or ten yards, hopping and scratching, in quest of small seeds, and preserving the utmost silence. Whenever the least noise is heard, or alarm given, and frequently, as I thought, without any alarm at all, they all fly back to their covert, pushing directly into the thickest part of it.

"A moment elapses, when they become reassured, and, ascending to the highest branches and twigs, open a little concert, which, altho of short duration, is extremely sweet. There is much plaintive softness in their note, which I wish, kind reader, I could describe to you; but this is impossible, altho it is yet ringing in my ear, as if I were in those very fields where I have so often listened to it with delight.

"No sooner is their music over than they return to the field, and thus continue alternately sallying forth and retreating during the greater part of the day. At the approach of night they utter a sharper and shriller note, consisting of a single twit, repeated in smart succession by the whole group, and continuing until the first hooting of some owl frightens them into silence. Yet, often during fine nights I have heard the little creatures emit here and there a twit, as if to assure each other that all's well."

#### General Diet

The food supply of some birds consists entirely of one special kind of article. For example, we can hardly imagine a Cormorant, Pelican, Osprey or Kingfisher engaged in consuming any food other than fish. Swallows and Swifts eat insects that they capture while in full flight. To secure such a diet it is therefore necessary for them to travel long distances twice a year to reach lands where the insect life they desire may be obtained. With Sparrows, however, we find that quite a different condition exists. They are not fitted for capturing fish, as does the Pelican or the Osprey, but they do eat almost any kind of food that is available.

#### Fond of Berries

In the fall of the year White-throated Sparrows consume many berries, which they pick off the vines and berry-producing trees. They collect also the seeds of those berries that, dried or decayed, fall to the ground. Not long ago I watched for a time a flock of fourteen of these Sparrows feeding on the red berries of a little tree growing in a park. I have not been able to learn the name of the tree, but the berries it produces are evidently very choice from the standpoint of the birds. Some of the Sparrows were busily employed in picking off and eating the fruit. Others, perhaps early comers, were already satisfied, and in a bunched, ruffled-up kind of attitude, sat very still and appeared to take no note of the sound of the banquet going on all about them. It was only when a vagrant cat appeared on the hillside near by that these drowsy fellows exhibited signs of returning animation.

#### Destroy Weeds

In collecting weed-seeds the birds hop about among the vines or tall weeds and carefully search thru the debris on the ground. When the earth is strewn with fallen leaves, and these are dry, the rattling, rustling noise of a flock of feeding Whitethroats may lead one to think a Grouse family is advancing along the ground. Whitethroats fly up and alight on the sides of rag-weeds, and, hanging there, fluttering, they pick at the seeds that have not yet dropped. I have seen slender, brittle weed-stalks break off in such circumstances and down would come weed-stalk, birdie and all. It may readily be seen that these birds are valuable to the farmer who spends most of his summer trying with hoe and plow to keep the weeds from overrunning his crops. For this reason laws for its protection have been passed in all the states where this Sparrow is found.

Among migratory birds the exclusive insect-eaters are, as a rule, among the first to leave their northern homes in autumn, while those that are more omnivorous in their feeding usually linger until the winter is fairly upon them. Many of the Whitethroats do not depart until November, and, in fact, numerous flocks remain all winter as far north as New Jersey and Ohio. Some, indeed, are often seen thruout the winter at places even north of this region. In suitable localities all over the South as far as the Gulf of Mexico they pass the colder months. Here they thrive and grow fat and sometimes are killed and eaten. Audubon describes at length the method employed by people in Louisiana to secure the birds in the early part of the last century. They were killed by blowing sharp sticks tipped with squirrel fur thru a hollow reed; in short, these hunters used blow-guns much like those employed today by Indians in the jungles of South America and elsewhere. Today the laws of all the Eastern States protect the Whitethroat, and its enemies are now mainly the Screech Owl, to a less extent the Sparrow and Sharp-shinned Hawks, but most of all vagrant house cats.

By the middle of November the majority of these Sparrows have departed from the latitude of New York, and will not be seen there again until March or early April. From then until the dogwoods are in full flower these birds are about, and may be seen if one will only take the time to tramp about the country until they are found. They begin to arrive in Canada early in May and soon all over the eastern part of the Dominion, where forests or woodland abound, the Whitethroats are to be seen. In the summer they occur as far west as Alberta, and are said to be very common in the central part of that province.

### The Sing-Away Bird

Have you ever heard of the Sing-Away Bird,  
That sings where the Runaway River  
Runs down with its rills from the bald-headed hills  
That stand in the sunshine and shiver?  
"Oh, sing! sing-away! sing-away!"  
How the pines and the birches are stirred  
By the trill of the Sing-Away Bird!

'Twas a White-throated Sparrow, that sped a light arrow  
Of song from his musical quiver.  
And it pierced with its spell every valley and dell  
On the banks of the Runaway River.  
"Oh, sing! sing-away! sing-away!"  
The song of the wild singer had  
The sound of a soul that is glad.

—Lucy Larcom.

### The "Peabody" Song

Of all the many members of the Sparrow family found in North America no species is better known for its song than this one. In the evergreen forests of the North its clear, beautiful whistle is one of the most characteristic sounds of the region, and it strikes the ear with a freshness that is truly delightful. Many writers have tried to interpret its song and tell us in English what the bird is saying when it sits upon the pine-top and whistles away for half an hour at a time. Mr. Stansell of Alberta, for example, tells us that the call to his mind strongly suggests the words "Oh see me me me me." A very common rendering of its song is given as "Old Sam Peabody, Peabody, Peabody." There are many variations of this last translation, in all of which the word "Peabody" is prominent; hence long ago the custom arose of calling it the Peabody Bird. A Nova Scotian variant is "Joe Kennedy Bird."

On the other hand, probably more Canadians know it as the "Sweet-Canada Bird," for they are thoroly convinced that when the Sparrow sings it says "Swe-et Can-a-da, Can-a-da, Can-a-da." William Hamilton Gibson relates the incident of a perplexed farmer named Peverly, who did not know what to plant until he heard a Whitethroat sing, "Sow wheat, Pev-er-ly, Pev-er-ly, Pev-er-ly."

It is rather easy to whistle an imitation of the White-throat's notes, and so much curiosity does the bird possess that often it will come from a distance at the call, and chirp and look and crane its neck with the liveliest interest. Comparatively few birds that will do this. The Bob White will come if called by an expert, and in spring or summer almost any one can gather a number of small birds around them in the woods by merely sucking the back of the hand, thus making a squeaking noise. In this case the birds show evidence of alarm and concern, for such a sound is a fair imitation of a baby bird in distress.

### A Handsome Sparrow

The White-throated Sparrow is quite a handsome bird. With the exception of the Fox Sparrow, bird students would perhaps vote it the handsomest species of the Eastern States. It is six and three-quarters inches long, which is one and a quarter inches longer than the Chipping Sparrow, but the Chipping Sparrow is much more slender.

The nest is usually built on or near the ground. It is made of grasses, grape-vine stems and other substances of a similar character. The lining is usually of fine grasses, altho at times feathers, deer-hair, or rabbit-fur is used as a soft bed for the eggs. These range from four to five in number, and their pale green ground-color is thickly marbled with various shades of chocolate and brown.

### "PLAY SCHOOL" INSTEAD OF "KINDERGARTEN"

By W. P. Burris

Dean, College for Teachers, University of Cincinnati

My objection to the name "kindergarten" is not the result of a prejudice for all things German aroused by the war. I am, and long have been, opposed to giving a German name to a well-established part of our school system which is founded upon a principle utterly foreign to the German idea of education, broadly speaking. None of the principal nations now at war has shown as little welcome to the "kindergarten idea" as Germany.

"Gymnasium" is the name that best represents the German idea, and this is the name of the school which the Germans most prize and in which the foundations of her militarism have been laid. Discipline and obedience to command, not self-activity manifesting itself thru play, are the controlling principles in German education, and this is particularly true of its earlier stages.

Froebel himself found difficulty in finding a name for the school for young children as he thought it ought to be. The name which he gave to it seemed to be a happy inspiration, and the world will always be glad that he did not adopt the name used at that time for the type of school for young children which immediately preceded the kindergarten. It was called "kleinkinderbeschäftigungsanstalt," a name well

suited to characterize an establishment in which "occupations" played so large a part in keeping the children busy. The institution founded by Froebel carried over the idea of its predecessor, but much modified. The "occupations" were not to be directed by the teacher altogether, the teacher dictating each move, but were to be such as would set free the child's spontaneous activity in creating things out of materials placed before him. It was therefore a new educational movement which had for its motive growth thru self-activity, hence development of initiative, freedom and independence. Such a movement was therefore democratic in its social and political outcomes, and this explains why the seed which Froebel planted bore so little fruit until transplanted to foreign soil, especially the United States. It is impossible to imagine Froebel as a part of, or in sympathy with, the Germany of today. Can anyone picture him who said so tenderly, "Come, let us live with our children," marching thru Belgium and being in any degree responsible for the fate that befell so many of her little ones? Why, therefore, should we continue to use a German name for an institution that is so violently in opposition to German militarism which now seeks to dominate the world?

It would be better to say "Froebel school" instead of "kindergarten," for his name will always be associated with the idea for which it stands, but this name is open to the objection

that the kindergarten of today has added features and is an improvement over that of his time. It is true, however, that the institution which he founded and which has been much modified rests upon the play motive. The play spirit is native. By means of play the child grows. Growth is the aim of all school life, and since it is promoted in childhood thru the play spirit, why not say "play school" instead of "kindergarten"?

Other names have been suggested, but "play school" is most in accord with the popular conception of the controlling motive in the kindergarten, and since the value of play has become better appreciated and more dignified in these modern times, the name suggested will be neither misleading nor objectionable on other grounds.

### JUST SUPPOSE

If all the lads and lassies  
Should remember for a day,  
To do their errands and their tasks  
As surely as their play,  
Should hang their hats and jackets up  
And put away their toys  
Should remember that the garden  
Is the place to make a noise—  
Why, what a very pleasant world  
For mothers this would be!  
How very many happy mother faces  
We should see!  
For children don't remember  
As everybody knows,  
But if the children should—  
Why just suppose!

# RECITATIONS FOR DECEMBER PROGRAMS

## THE CHRISTMAS MONTH (For Three Children)

### I.

Idly swing the milkweed cradles,  
Empty pods of brown and grey;  
All the white-winged seeds have lightly  
Flown, like wee birds, far away.  
And the little brook that sweetly  
Thru the summer sang its song,  
Now goes tinkle, tinkle, softly,  
Under icy bridges strong.

### II.

In the wind the dry leaves rustle,  
Fern and flower are hidden deep;  
And the silent snow is drifting  
Where the withered grasses sleep.  
Ah! December, dear December,  
Cold and snow are thine, we know,  
But the bells of Christmas echo,  
And the lights of Christmas glow.

### III.

Other months their pleasure bring us,  
Other months with beauty shine,  
But the splendor and the radiance  
Of a sweeter charm is thine.  
Merry Christmas! ring the carols,  
Merry Christmas, glad hearts say,  
For the little Christ-child sendeth  
Joy to every child today.  
—Angelina W. Wray in Kindergarten Review.

## A CHRISTMAS ACROSTIC

(For fourteen children, each showing a large letter)

M for the mistletoe, merry and bright,  
E for the evergreen, Santa's delight!  
R for the room where we hang up the hose,  
R for the red ribbons for red ribbon bows;  
Y for the youngsters who scurry to bed,  
C for the candy canes, yellow and red;  
H for the holly that shines thru the pane,  
R for the reindeer we seek for in vain,  
I for the ice for the valley and hill,  
S for the stockings for Santa to fill—  
T for the tinsel that hangs on the tree,  
M for the music of laughter and glee;  
A for the absent, remembered and dear,  
S for the season's glad greetings of cheer!  
—Mabel Frank in St. Nicholas.

## THE FUTURE

In the rear a year is fading, with its follies and its sorrows,  
But before us is the future with its wealth of fair to-morrows.  
With its many splendid chances that have lasted thru the ages,  
With its histories still waiting for our names to fill their pages.  
In the past a year is drifting with the years that have preceded.  
But the newer year is bringing joys for which we long have pleaded;  
In the future there are pathways leading to untasted pleasures,  
Out beyond us there are highlands rich with undiscovered treasures.  
In the past a year is sinking with its errors and its sadness,  
But the future spreads before us, bright with hope and full of gladness;  
Brooks and blossoms wait to cheer us, tender breezes to caress us,  
Fortune even now is planning to uplift us and to bless us.

Who regrets the year that dwindles where the grey old past is lying?  
Who has foolish tears to squander on the yesterday that's dying?  
In the rear a year is fading with its failures and its sorrows,  
But before us is the future with its wealth of fair to-morrows.  
—S. E. Kiser.

## HYMN OF FREEDOM

Unfurl the flag of Freedom,  
Fling far the bugle blast!  
There comes a sound of marching  
From out the mighty past.  
Let every peak and valley  
Take up the valiant cry;  
Where, beautiful as morning,  
Our banner cuts the sky.  
Free-born to peace and justice,  
We stand to guard and save  
The liberty of manhood,  
The faith our fathers gave.  
Then soar aloft, Old Glory,  
And tell the waiting breeze,  
No law but Right and Mercy  
Shall rule the Seven Seas.  
No hate is in our anger,  
No vengeance in our wrath;  
We hold the line of freedom  
Across the tyrant's path.  
Wh'er oppression vaunteth  
We loose the sword once more,  
To stay the feet on conquest,  
And pray an end of war.  
—Mary Perry King.

## GRANDPA'S FARM

Rebecca Strutton

I live here, in the city,  
Course that isn't any harm;  
But I like it in the country,  
Down on Grandpa's lovely farm.  
I went there once, to visit—  
Oh, say, but it was great!  
'Twas the summer I was six years,  
But now, you know, I'm eight.  
Helped drive the cows to pasture,  
Helped bring 'em home at night.  
I'd like to live at Grandpa's—  
Things there seem to be just right!  
Used to hide behind the haystack,  
Just to scare the hired man;  
Was the funniest old fellow,  
I 'member now, his name was Dan.  
He put me on old Dobbin,  
Let me ride into the barn.  
There's barrels of nice things to do  
At Grandpa's lovely farm!  
The cherries and the berries  
And the currants were so sweet!—  
Took shoes and stockings off sometimes  
And ran in my bare feet.  
Dan and Grandpa did the milking,  
Brindle's coat was soft as silk!  
Grandpa always turned her faucets  
And drew me a cup of milk.  
At night I went to Grandma  
And she tucked me in my bed;  
But she did it, course you know,  
After all my prayers were said.  
Well, I came back to the city,  
Course that isn't any harm,  
But I wish, forever, always—  
I could live on Grandpa's farm!

A REAL BOY

Doggone it all! I wisht that I wus someone else's kid,  
I wisht my last name wusn't Brown, but Jones or Smith,  
instid;

I brung home three fine pups today, an' say—I got 'em  
free!

But Mom has ordered 'em away; she's mean as she kin be.

While I was walkin' down the street a colored man I  
know

Says, "Billy, come on home with me—it's jest a block  
or so;

I got a lot of purps up there I want to have you see."

I went with him an' seen the dogs; says he, "Take two  
or three."

Now, Mom says I must give 'em back; by Joe! I don't  
see why;

She's got two babies in the house an' all they do is cry;  
These pups has got a lot of sense; her babies ain't got  
none;

Doggone it all; I wisht that I wus some one else's son.  
—Denver Post.

THE BEST WILL COME BACK TO YOU

There are loyal hearts, there are spirits brave,  
There are souls that are pure and true;  
Then give to the world the best you have,  
And the best will come back to you.

Give love, and love to your heart will flow,  
A strength in your utmost need,  
Have faith and a score of hearts will show  
Their faith in your word and deed.

For life is the mirror of king and slave,  
'Tis just what you are and do,  
Then give to the world the best you have,  
And the best will come back to you.  
—Madeline Bridges.

OUR THOUGHTS

If the thoughts that we think  
Were printed in ink  
For all of the world to see.  
And people could find  
What we had on our mind,  
What a wonderful life this would be.

There'd be no more danger  
Of a dog in the manger  
Barking behind one's back.  
And the girl who is foolish,  
With the man who is mulish,  
Would be ostracised out of the pack.

'Twould be very pleasant  
For blue blood and peasants  
To know what the other one thought.  
And maybe the snob  
Would turn in with the mob,  
When he knew that they knew what he thought.  
—E. S. Howes.

FATHER'S CHRISTMAS BOX

A big box comes at Christmas time  
From father's sister Nell:  
His name is printed on the top—  
"Handle with care" as well.

We stand around expectantly  
While father gets his tools;  
He prys and pokes, he thumps and pounds,  
While breakfast slowly cools.

He drops the hammer on his toe,  
His coat tears on a nail;  
But finally the lid comes off—  
Poor father's far from pale.

A brass tea-pot for dear mamma,  
A set of Scott for Dan,  
A big Noah's ark for Reginald,  
A ring for little Anne.

A new silk dress for grandmamma,  
Catnip for Kitty Gray,  
A pretty apron for the cook—  
"How thoughtful!" we all say.

A fine new leash for Danny's dog,  
A dress for sister's doll,  
A puzzle for the child next door—  
How she remembers all.

And now the bottom's all but reached—  
We pull out baby's blocks;  
"What's father's gift?" some one inquires—  
"Oh, father—gets the box."

—R. D. Moore.

MADONNA

We need not ask the painter's art  
To draw in tint and line  
The gentle one whose throbbing heart  
Hath love well-nigh divine.

Yet reverent art hath caught the glow  
That slumbers in thine eyes:  
Thy gentle face we pilgrims know,  
At home 'neath alien skies.

From many a frescoed gallery,  
From many a chapel's wall,  
It blesses those its smiles who see,  
In hovel or in hall.

Madonna, in the wayside shrine,  
Or in the prison's gloom,  
Thy tender grace, thy brow benign  
Are sweet as springtide's bloom.

The little one just come to earth  
Finds earth a bit of heaven—  
Love meets and greets him at his birth,  
Unmixed with sordid leaven.

And thou, O tender one and good,  
Art near, his guard to be.  
Life's tide of rapture at its flood  
O'erbrimming him and thee.

Thy brooding gaze, thy cradling arms,  
The fountain of thy breast,  
Thy song to soothe his vague alarms,  
Thy bosom for his nest.

Madonna, in the peasant's hut,  
Madonna, on the throne,  
All heaven within thine arms is shut  
When thou dost claim thine own.

And loftier still thy beauty glows  
When some unmothered child,  
Some waif and stray, some vagrant rose,  
Thou snatchest from the wild.

True sovereign of the human heart,  
Queen whom we first obey,  
Love dowers thee, and life, and art,  
Christmas and every day.

Or poor or rich, what matters it?  
The mother is our shrine;  
Her face is ever angel-lit,  
Her smile a dream divine.  
—Margaret E. Sangster.

# SANTA'S HELPERS—A CHRISTMAS PLAY

Willis N. Bugbee

## CHARACTERS AND COSTUMES

**Secret Service Men**, any number of small boys wearing uniform caps, coats with brass buttons, etc.

**Toymakers**, any number of girls and boys. The girls wear small white aprons and white caps. The boys wear work aprons and visored caps.

**Aviators**, two or three small boys with aviator caps, goggles, etc.

**Santa Claus** wears typical costume.

## SCENE

Santa Claus' workshop. The Secret Service Men are busy writing in books. Toymakers are sewing, pounding, etc. All may be singing as curtain rises.

**Secret Service Men:**

Do you wonder how old Santa knows

The good little girls and boys

That he may fill their stockings full

Of trinkets and candy and toys?

Well, here is the way he finds them out—

We'll whisper the secret true:

(Hold hand at side of mouth as if not wishing others to hear.)

We're Santa's secret service men

And we watch what children do.

And then we mark down in our books

The good ones and the bad,

So if they've all the year been good,

At Christmas they'll be glad.

Well, then along 'bout Christmas time—

Within a day or so—

We take our books to Santa Claus,

So he'll know where to go.

**First S. S. Man** (looking at book)—

Here's Sammy Smith, who minds his ma

And splits the kindling wood,

And does the chores about the house—

We've marked him down as "good."

**Second S. S. Man—**

And here's the name of Dora Dunn,

So good and kind and sweet;

A pleasant word for everyone

She meets upon the street.

**Third S. S. Man—**

And here's another girl that's good—

Her name is Susan Snow.

She helps to wash the dishes up

And sweep and dust and sew.

**Fourth S. S. Man—**

But in our "bad" book we have placed

The name of Billy Bing,

Because he tells such awful fibs

And swears like everything.

**Fifth S. S. Man—**

And Jimmy Jones, who shoots the birds

That sing up in the tree,

And chases cats and stones the dogs—

He's bad as he can be.

**Sixth S. S. Man—**

And here's Matilda McIntyre—

She, too, is very bad,

'Cause when her mother asks for help

She pouts and looks so mad.

**S. S. Men (together)—**

So that's the way we keep account

Of every lass and lad.

Of course the "good" book has more names

Than the ones that's really bad.

(An interval during which pianist plays lively tune and all on stage are busy at work.)

**Toymakers (together)—**

Do you wonder where old Santa gets

His presents every year—

The dolls and drums for little folks  
That fill their hearts with cheer?

We'll tell you, tho you ought to know—

We make them in his shop,

And every day and all the year

We work and never stop.

**Girls** (holding dolls of foreign lands)—

Now here are dolls that we have made,

Which may look odd to you,

But Santa knows what girls they'll please

And where to take them to.

**Boys—**

And here are carts and jumping-jacks,

And lovely horns to toot.

And here's a popgun for some boy—

Just see how far 'twill shoot.

(He pretends to shoot gun and hits girl in head. She jumps and screams "Oh!" Other boys operate toys mentioned.) (An interval as before, with music.) (Enter Aviators.)

**Aviators—**

Do you wonder how old Santa gets

Around so very spry

And never seems to make mistakes

Or passes children by?

We'll tell you how the trick is done—

He travels thru the air,

And we're his aviators bold—

We take him everywhere.

Our aeroplane is waiting now

To take him on his way. (Sound outside.)

Hark! Here he comes! We know his voice,

So cheery and so gay. (Enter Santa.)

**Santa—**

How now, my merry workers all?

**Workers—**

We're ready for the start.

**Santa—**

Then put these toys into my sack

And I will soon depart.

(Toymakers put toys into sack.)

**S. S. Men** (handing books)—

Here are the names, old Santa dear.

**Santa—**

Well done, my trusty men!

And now good-night!

**All—** Good-night! Good-night!

Till morning comes again.

(All sing Santa Claus song as Santa and aviators exeunt.)

(Curtain)

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## LITTLE STORIES

(Continued from page 315)

indeed not—but just to watch the merry little flames dance and crackle in the fireplace.

By and by little Brownies, wearing hat of fire, appeared in the fireplace and danced over burning logs. They whistled as they danced and every time they looked at Wee Willie Winkle they beckoned to him to come and dance with them. Willie was afraid of being burned so he staid in Father's chair while the Brownies danced faster and faster and the flames grew taller and taller. Finally there was a great tooting of horns and blowing of whistles and Mother came to find Willie, but the horns and whistles were silent for him and Wee Willie Winkle never knew when the "New Year was borned."

# THE DUTY OF THE HOUR.

By VERY REV. H. P. SMYTH

St. Mary's Church, Evanston, Ill.

The following letters will explain themselves:

(Copy)

## The Catholic School Journal and Institutional Review

5th Fl., 445 Milwaukee St., Milwaukee, Wis.  
Sisters of St. Benedict,  
St. Anthony of Padua School,  
San Antonio, Fla.

Esteemed Friends: Please give us the name of the public school in your town taught by nuns. We hear much of their good work and shall appreciate learning the name of the order. Respectfully,

THE CATHOLIC SCHOOL JOURNAL.

(Copy of Reply)

## BENEDICTINE SISTERS San Antonio, Fla.

The Catholic School Journal,  
Milwaukee, Wis.

Gentlemen: In reply to the above inquiry, we are the nuns teaching the Public Schools of San Antonio and St. Joseph, Florida, for the last 25 years. This year, through the influence of Gov. Catta of this state, we were refused the appointment. He told our Superintendent of Public Instruction that if he appointed nuns or Catholics, the members of the County Board would, one and all, lose their job. Since that date, Sept. 1918, we opened a Parochial School. This is a trying position here, because our population are poor and mixed with other religious denominations. Our Public Schools were always a success and turned out numerous teachers. If we get proper support, it will continue a parochial school.

Sincerely yours,  
BENEDICTINE SISTERS.

(Reprint from Sept. issue, The Budget, house organ of H. M. Rowe Co., Baltimore.)  
**Disastrous Private School Legislation Pending.**

It has been brought to my attention today by Mr. J. P. Wilson, of Seattle, that Mr. Joseph J. Klein, a public accountant of New York City, has suggested a clause in the Revenue Measure now before Congress which reads as follows:

"A tax on the tuition fees of private schools of from 10 to 25 per cent., not including universities and colleges."

I need not remind you that if this becomes a law it will mean the death of 90 per cent. of the business schools. If even the minimum tax here suggested be imposed, the private schools surely could not carry this extra burden added to the load under which they are operating now.

I recommend that you write every one of your representatives in Congress today, putting the matter plainly and forcefully before them.

Yours truly,

OTIS L. TRENARY.

General Secretary,  
National Commercial Teachers' Federation.

## AN EPISODE IN THE NORTH.

The brothers of St. Mary's College, Oakland, Cal., recently sought to raise a fund for the rebuilding of their college structure, which had been swept by the flames a few months ago.

Slips of paper called "bricks," were sold to the citizens of the local communities with the express approval of the Red Cross, the W. S. S. Committee, the Y. M. C. A. and the Chambers of Commerce of Oakland, Berkeley and Alameda as well as of the Knights of Columbus and the Catholic Federation.

To counteract the good thus accomplished the following anonymous circular was placed under the doors of thousands of Oakland homes:

## A Message to the Protestant People of Oakland.

"Don't buy any bricks; but save your dimes and dollars for the Red Cross and our boys in the trenches.

"What interest have you in an institution conducted by those who condemn the American public school system? Listen to this!"

"Let the public school system go to where it came from—the devil!—Freeman's Journal, November 20, 1869.

"Education outside of the Catholic Church is a damnable heresy."—Syllabus of Pope Pius IX., issued in 1864.

"The State has no right to educate, and when the States undertakes the work of education it is usurping the power of the

Church."—Bishop McQuade, in a lecture in Boston, February 13, 1876.

"Education must be controlled by Catholic authorities, and under education the opinions of the individuals and utterances of the press are included, and many opinions are to be forbidden by the secular arm, under the authority of the Church," quoted by the Catholic World, July, 1870.

"Why should you, a Protestant and a patriotic American citizen, support such an institution?"

"Don't destroy this, but pass it on to some other Protestant. 'Nuf ced.'"

In exposing this circular the editor of The Oakland Post writes:

"Over the bloody fields of France today more than one hundred former students of St. Mary's College, in Oakland, are marching behind the Stars and Stripes in the drive against the Huns, so that democracy may survive and human liberty may be preserved. The service flag of the college has 503 stars in it and three of them are in gold. But while more than one hundred students are known to be facing the guns of the enemy in the present crucial battle, their alma mater is being viciously attacked in Oakland by pro-German agitators. These enemies of democracy and liberty are too cowardly to fight in the open, so they resort to the despicable means of an anonymous letter.

"Naturally, the pro-Germans who hoped to cause dissension among Americans here with this circular went back to dates nearly fifty years ago, believing they would not be checked. The publication and dates have been checked, however, with the result that the statements in the circular were found to be false.

"The anonymous circular, attacking St. Mary's College is in violation of the spirit, if not the letter, of the espionage act, and therefore it is presumed that secret agents of the United States Government will take charge of the case."

The letter printed at the head of this article, the urgent appeal to the members of the National Commercial Teachers' Federation, as well as many other facts and rumors that come to us, indicate that some concerted effort is being made to destroy private schools throughout the nation. How much of the effort is due to religious prejudice and how much to a mistaken view of what patriotism demands, it is not easy to tell. We know, however, that bigotry plays an important part in all such movements.

It is somewhat strange that at a time when Catholics have given such a splendid account of themselves in the war, now happily over, that men calling themselves Americans, indeed, claiming to be of the standard type, should advocate such proscriptive measures. The truth is that your genuine bigot is devoid of all sense of decency, and is as far removed from the finer instincts as he is from any appreciation of justice. There is no common ground upon which an honest man can meet him. To give any consideration to those who differ from him is to deny his own convictions. Catholics, therefore, would be well-advised, if they prepare themselves for such attacks as ignorance and bigotry may launch at any time.

It appears to the present writer that secularism is rapidly growing in strength and subtlety in our land. This, too, in face of the fact that it has suffered fearful defeat in Central Europe. Never have the combined forces of rationalism and materialism reached such perfection as they attained in Prussia within the last twenty-five years. Now the great Babylon is fallen into pitiful depths. We, who have reason to know the fall, and the cause thereof, ought to take warning. This, however, seems

(Continued on Page 324)

# You can get a Beautiful Flag for Your School or Class Room Absolutely Free of All Cost!



## Here Is Our Plan!

WE will send you a gross of our Special Lead Pencils, each one inscribed—"Sold for the Benefit of the Flag Fund". Distribute them among the pupils to be sold in the School and elsewhere at five cents each. After the sale, send us the proceeds, and we will ship you at once, all delivery charges prepaid, your choice of a FIVE, SIX or EIGHT foot Flag.

You may have a FOUR FOOT Service Flag with 12 stars or less, or a set of SEVEN Allie Flags if you prefer. Extra stars for the Service Flag above the 12 can be had at a very low rate.

We also supply large framed pictures of Washington, Lincoln, Grant, Wilson, and other noted men for the sale of a gross of pencils.

If larger flags are desired, you may have your choice of a TEN or TWELVE foot U. S. Flag for the sale of only TWO GROSS of the pencils.

Our flags are all fast color, sewed stars and sewed stripes, full number of stars double stitched seams, canvas headings and metal grommets, suitable for indoor or outdoor use.

Can you conceive of an easier or better way of getting flags or pictures for your school than the one we have outlined? Everyone uses pencils! The pupils, the home, the business man, all need them. The special printing which we place on each pencil free of all cost to you, make them sell like "hot cakes" and everyone gets full value for the small amount of money spent.

We have hundreds of letters like these, from all parts of the country

"The Flag arrived yesterday to the delight of all concerned. It is Beautiful! All feel more than repaid for their labor of selling the pencils. Thanking you and wishing you success". Sacred Heart Convent, Whiting, Indiana.

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## Education Sham and Real.

The issue of the quarterly Bulletin of the Catholic Educational Association for November contains 650 pages reporting the proceedings and addresses of the fifteenth annual meeting of the organization, held at San Francisco in July. The membership list of the Association, compiled by the Secretary General in June, showed an enrollment of 16 seminaries, 89 colleges, 15 women's colleges, and 63 academies, the general membership numbering 1,748. Even a casual glance through the volume carries conviction of the value and importance of the influences emanating from the convention, and careful reading of the addresses deepens the impression.

More than one of these excellent contributions to educational thought has been referred to in previous numbers of the Catholic School Journal. Among others worthy of special attention may be mentioned "Some Modern Fallacies in the Matter of Education," by Rev. William Power, S. J., of New Orleans, La., and "The Psychology of Habit," by Rev. Charles R. Baschab, rector of St. Mary Star of the Sea, Ph.D., Sausalito, Cal. In both there is sounded a note of protest against sham educational methods, which fail in what should be the primary object of all systematic instruction, that is to say, the development of practical efficiency and fully rounded character.

One of the fallacies against which Father Power protests is that of making everything so easy for the pupil that he escapes "the discipline of drudgery," fails to acquire the power of concentration and application, and when he comes forth from school and is confronted with the problem of living finds that he "knows what he knows, as if he knew it not," Father Power argues for literature in addition to mathematics, mechanics, the natural sciences and other such branches, as a basis of mental formation. He disapproves of premature specialization. He submits that the uniform development of the various members of an organization is essential to its health—that where one corner of the mind is stimulated at the expense of the others the result is not a well-proportioned product, but rather a monstrosity; and then he goes on to expose the dangerous fallacy that mere culture of the mind can effect the purpose of moral training. Formation of character, he contends must not only be attended to, but should take precedence of all things else. In making clear this obvious principle he presents in a powerful light the argument for Catholic education.

Dr. Baschab's paper brings out some of the same truths on the subject of the educational ideal. He holds that sense-life and mind-life are distinct; that sense-knowledge is material, and mind-knowledge immaterial or spiritual; that while sense-training is necessary and fruitful in the work of education, nevertheless mind development alone is that which increases spiritual potentiality; wherefore the duty of the teacher is to train the pupil to love his studies, to bend himself to his tasks, to acquire the

habits of steadiness and stability. This is education in the real sense, qualifying those who receive its discipline for the duties and responsibilities of life.

## Justine Ward Method of Voice Culture.

Before an audience including Archbishop Dougherty, members of the reverend clergy, the teaching Sisters of every order and a few invited professional musicians, a demonstration of the Justine Ward method of voice cultivation was given with marvelous effect in K. of C. Hall, Philadelphia, on Nov. 21, by a group of parish school children of primary grade taught by the Religious of the Sacred Heart, Manhattanville, N. Y.

Mrs. Ward, who directed the singing in person, was introduced by the Rev. John E. Flood, LL. D., superintendent of parish schools, who explained that this gifted musician, whose method has proved so signally successful in the Catholic University curriculum, had devoted her unusual talents as well as her entire fortune to the work of extending musical education among Catholics, especially to training the children to sing with correctness and expression as soon as they can articulate the words. The universal development of this natural system of voice building is in absolute accordance with the wishes of the Holy See as expressed in the Motu Proprio of our late Sovereign Pontiff, Pope Pius X., to the end that congregations of the faithful everywhere shall be able to join in the liturgical singing, as was the custom in the days when all the arts flourished under the patronage of the Church.

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And all the sons of God shouted for joy.

II  
With morning dawns the sunshine,  
Gilding with glory the day;  
Arising let break the smile-shine  
'Twill make work sing 'long the way.

III  
Let us make this a joyful day,  
Blithe with work and sweet with play.

IV  
Good-morning, Brother Sunshine;  
Good-morning, Sister Song.  
Good-morning, Brother Gladness;  
Good-morning, Sister Smile.  
Good-morning, Brother Kindness;  
Good-morning, Sister Cheer.

V  
Good-morning, Sisters three!  
Good-morning, Brothers ye!

VI  
When you come in,  
I can work and spin  
Right merrily,  
Cheerily,  
All the day long,  
And, night falling,  
Close it with song.

VII  
Work and sing, and then for play-time,  
That's the way to spend the daytime.  
REV. JAMES SENIOR.

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## THE DUTY OF THE HOUR.

(Continued from Page 321)

to be the very thing we are not willing to do. We must have our own experience in the devious ways of irreligion. It is not enough for us that the strongest and best organized peoples have failed to accomplish their ambition through force. We are, we think, stronger and more cunning than they; hence, their failure does not argue that we shall not succeed. It was ever thus with proud, wilful, human nature. Each people, like each individual, must have its own chastisement.

The enemy that we Catholics have to meet is secularism, an omnipotent State, crushing all that do not bow to its absolutism. The stigma of treason will be made to attach to all who dare to vindicate the rights of conscience. This will be especially inconvenient in our country; for Catholics have ever been in the forefront of those who love this land of freedom and opportunity. The accusation of disloyalty will be very painful to us, even though it come from persons who know not what true patriotism means. Their ignorance and insolence will be forgotten in the magnitude of the impeachment. Judged by any standard of honor or fair-play, our accusers may be despicable, but they still can wound us by assailing one of our most sacred convictions.

The secularists will receive considerable assistance from some of the so-called Church people. These may be found, all things considered, not so far removed from the open enemies of religion. Both seem quite willing to sink the differences they may have, when it is necessary to combat the Catholic Church. We have had abundant examples of this spirit of unholy compromise. So, it behoves us to be prepared to meet the underhand aggression of secularism which seems to be gathering force daily.

There was a time when we found the secularist a fairer man than his Church-going neighbor. This was in days of the ranting preacher who was ever ready "to pitch into the Catholics." Things are somewhat different now. The preacher of today has more refinement, if less conviction. War, civic matters, the latest novel, give a variety of subjects, and a breadth of view that the ranter could not emulate. The church-goer of the twentieth century is not so often treated to a tirade against restrictions of the "Index," or the "horrors" of the Inquisition. He is, therefore, not so hostile as the secularist, who hates all religion. He may join with those who would combat the growing influence of the Catholic Church, but he is not so ready to take a leading part in the performance. We have, therefore, in my opinion far less to fear from the Church-goer than from the secularist. The latter is growing to be a very dangerous beast of prey.

A powerful weapon in the hands of the secularists is the present opposition to foreign languages. It is thought that the survival of tongues from Continental Europe interferes with the amalgamation of the different elements in our national life. Honest

and fair-minded men see much in this contention. Language is certainly a unifying power; perhaps the greatest influence in the development of national consciousness. It would, therefore, in my opinion, be a serious mistake to delay unnecessarily the consolidation that comes from a common language, and can come in no other way. There is no objection to a bilingual population, but all, in their own interests and in the interests of the Church, ought to be familiar with the language of the country. This is a prime requisite, to neglect which is to play into the hands of the enemy.

The best method of meeting the attacks, which the time seems to threaten, is to strengthen still more our school system, unify its efforts, and make it thoroughly American. We ought not to be satisfied with bringing our schools up to the public school level. In many instances we are not. Our whole system must advance, and instead of imitating, show initiative. The public school system is confessedly defective. Why can't we demonstrate to it how it may improve itself? The time has come when Catholics must become more constructive, and when their efforts should not be confined to their own organizations. Our system ought to be so conspicuously well-directed that the country at large must take notice.

The present opposition to the teaching of the German language may easily enough become an excuse for an attack upon all private schools; especially if the language of the country should be neglected or relegated to secondary importance. We ought to see that this does not happen. Let us give the enemy no plausible excuse for assailing our schools. When we have done what lies in us to bring all our schools up to date and make them thoroughly American, we shall then be in a position to meet the attacks that ignorance and bigotry may launch against us.

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### TEACHERS' CONFERENCE HOUR

Topics of Interest and Importance

#### The Delinquent Boy.

At a meeting of the Philadelphia Catholic Protectors, Brother Paul of St. Mary's Industrial School, Baltimore, gave a very instructive address on this subject. He explained that he was a convert to social work, that he went to St. Mary's eleven years ago much against his will, in fact had done everything in his power to have his appointment revoked. He said that he was only at the institution one month when he became deeply attached to the work, and his one aim in life since has been to help the unfortunate boy.

Brother Paul impressed upon his hearers that he did not regard the boys in his institution as bad, though many of them had been committed by the courts, but rather as victims of unfortunate conditions. He said that they were there because they did not have a chance in life, and that they had not been treated properly. Personally, he thought that the parents and not the children should be put in institutions. Brother Paul said that his institution was often referred to as a reformatory, but that this was a misnomer. He said that boys, no matter how bad their records might be, did not need reforming but rather directing along the proper channels. He declared that he never judged his boys by their records but rather by their conduct while in the institution.

It was explained that there were about 750 boys at St. Mary's ranging in age from eight to twenty-one years, and that these boys are placed on their honor. The audience was told that there was only one case in a hundred where the boy violates the trust placed on their honor. Brother Paul has only one rule to get along with boys and that is to keep them busy. Brother Paul spoke of the religious influence of the school and said that all the boys, no matter what their religion, whether Protestant or Jewish, attend the daily Mass and other services. He said that there is an average of 243 daily communicants at the school, and that the chaplain, a Passionist Father, hears between 300 and 400 confessions every week.

**Busy Mapmakers.** The following editorial from The Evening Express, Los Angeles, puts the problem of reconstruction which authorities of geographical text books and atlases must solve thus succinctly:

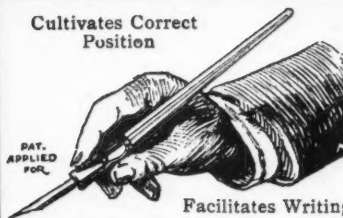
"The events that are in progress day by day are causing maps, atlases and geographies to lose, in the new time that is to be, all value save as souvenirs of the period that was. Textbooks will require extensive alterations and encyclopedias such revision as will necessitate new editions. Not only will the map of Europe suffer changes—the map of the whole world must be remade.

New states are springing up almost every night. Ancient boundary lines are obliterated. Waterways and mountain ranges, rivers and harbors remain physically what they were, but the quick shiftings of the war impose new political masteries upon them. What was an Austrian Empire presently will be but a petty state hemmed in by constricted boundaries. Poland, that had been reduced through repeated mutilations to nothingness, springs full fledged into revived consciousness and new national being. Disintegrating Russia may reassemble her remaining units under a single sovereignty or split into a number of independent states. Italy expands and Germany contracts. Gone are the Kaiser's colonies in Africa, his islands in the far seas. France will regain her lost provinces and even Denmark may have stolen territory restored to her.

The maps of the prewar period will bear about the same relation to post-war needs as maps of the United States of the '40s would to the American of today."

**Learning at a Glance.** Ours is a fidgety age. We have had such advances in material science that we are impatient at anything that takes time. Why trouble to write a letter or make a call when the telephone is at hand! The great rule of modern life is, "Do it now." We must be impetuous about everything. We have nothing but disdain for that maxim of our Southern neighbours, "To-morrow."

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A feverish anxiety to be about the business of life threatens to rob even the children of their childhood. Childhood is viewed merely as a preparation for active life, whereas, in reality, it is a great part of life itself. The parent is worried because the boy has not an old head on his young shoulders. He must be "speeded up," be made ready for his life work, made to choose his place in the world.

This utilitarian philosophy is being worked into education. If you can obtain a working knowledge of French "at a glance," or of Spanish, Italian or any other language, why not of every branch of learning? The traditional systems of learning are considered worn out. The world smiles pityingly at the old-school University man who cluttered up his brain with Latin and Greek. Who uses Greek now? is asked. If you do not need a language for business and conversation, drop it! Of what use is it? According to these principles, anything that is not of immediate and practical use is a waste of time.

Formerly a physician did not consider it a waste of time to know something of branches only remotely connected with his profession. He was not ashamed of being a learned man. The fact that a man was a specialist did not exclude him from taking a studious interest in general education.

The modern world is changing all that. We find so-called educators openly flouting the study of the Classics. The president of one of our thrifty universities recently urged the "speeding up of the courses." It is the old, familiar fallacy, the scheme of a short cut to learning. Learning is a matter of growth, a directed growth or the formation of character. Only thought and time will affect this. It cannot be done through a correspondence school or by "speeding up the courses."

An American once asked an English gardener to tell him the secret of producing the wonderful lawns of England. He was told it was time. The same is true of learning, which is the fruit of time, work and patience. Learning at a glance is a chimera.

**Late Schooling** An English biographer of Woodrow Wilson has brought forth the study of the Classics. The president of one of our thrifty universities recently urged the "speeding up of the courses." It is the old, familiar fallacy, the scheme of a short cut to learning. Learning is a matter of growth, a directed growth or the formation of character. Only thought and time will affect this. It cannot be done through a correspondence school or by "speeding up the courses."

**Debatable Subject.** Wilson has brought forth the study of the Classics. The president of one of our thrifty universities recently urged the "speeding up of the courses." It is the old, familiar fallacy, the scheme of a short cut to learning. Learning is a matter of growth, a directed growth or the formation of character. Only thought and time will affect this. It cannot be done through a correspondence school or by "speeding up the courses."

There is only one thing that will explain such a case. The teachers' ideas in these matters may be wrong.

#### Correction Noted In Article of October Issue.

With reference to an article entitled "A Brief Sketch of the History of Stenography" by Mr. August Mengelkamp, that appeared in the October number of The Journal, the following correction is noted:

Mr. Mengelkamp stated that John R. Gregg was a pupil of Thomas Stratford Malone, and that Gregg Shorthand is a "modification of the Malone system." The Journal is informed that this is incorrect. Mr. Gregg says he never was a pupil of Malone's, and that Gregg Shorthand is an entirely distinct system. Script Phonography (of which Mr. Gregg is part author) contains both shading and position writing, neither of which is to be found in Gregg Shorthand.

The teacher is the key to the school and the teacher who consecrates her life to the work and garners experience with the growing years is more likely to be fit and capable than the teacher for whom teaching is but a passing phase.

#### TEACHING PUPILS HOW TO STUDY.

F. J. WASHICHEK, A. B. LL. D.  
Academic Dept. McGill Institute, Mobile, Ala.  
(Twelfth Article of the Series)



PROF. F. J. WASHICHEK

In every school there are some pupils averse to study. Studying is thinking, one of the hardest of tasks, exhausting both brain and body. Study requires strenuous, irksome effort which, however, has its rewards, honor, knowledge and power. The best knowledge is that which is acquired by hard study and it is best because of the hard efforts put forth to acquire it. This is what the poet had in mind when he said:

"The heights of great men reached and kept  
Were not attained by sudden flight;

But they while their companions slept  
Were toiling upwards in the night."

As effort is the price of honor, knowledge and mental power and as effort is always more or less irksome the important, practical problem which every teacher must solve is how to bring out the pupils best efforts despite their painful costs and not even the most skillful teacher will succeed in eliminating all aversion to study. In the educational as in the business world there will always be some loss through delinquents but this may be reduced to a minimum. Educational like other results have their causes which may often be easily found and removed. To remedy the trouble, the skillful teacher like the skillful physician must first make a correct diagnosis of the case and then administer the proper treatment.

Pupils who either refuse or neglect to study may be divided into two classes—those who can but do not study and those who would but cannot study well. To treat the case of those who can but do not study well the teacher should first discover the causes and then, if possible, remove them. Ordinarily these are physical discomfort, noise, distraction, lack of time to study and irregular careless habits of study, rest and exercise all of which may be removed by the resourceful teacher.

Secondly the teacher should expect and demand thorough preparation of the lesson. He should make the pupils understand that when he assigns a lesson he expects it to be learned. Nor should he teach without the pupil's preparation for children are correct judges of human nature and if they observe leniency upon the part of the teacher they are likely to take advantage of it and evade study. Most of them, however, like most balky horses can be made to work by skillful drivers. By skillful management they will eventually do what is expected and demanded of them. Certainly the pupil's efforts rarely surpass the expectations of the teacher who should therefore expect and demand good work of the student lest his leniency cause the pupil to become remiss and indifferent in study.

For the unpreparedness of those pupils who would but can not study effectively the remedy is entirely different. In such cases the difficulty is subjective and much harder to overcome. If the pupil does not have the power to study well it is almost useless to re-assign the lesson and rigidly insist upon its mastery. It will be far more pedagogical to instruct such pupils orally in new and difficult subjects before they begin to study the text.

This is especially helpful at the beginning of the pupil's formal study of history, geography and the sciences. A mere suggestion may often show the pupil how and what to study. Outlines too are good guides to significant worth-while truths to be learned. Any good oral instruction before study gives the pupil a working knowledge of acquired truth and helps him to use it in studying the text. Having a stock of working ideas on the subject the pupil has less difficulty in forming his concepts from formal book study. For young pupils preliminary oral instruction paves the way to formal text-book study and if the subjects are difficult it may be used advantageously in any grade of school work.

Secondly the teacher should teach pupils who would but can not study effectively by studying with them. This may include all the pupils or it may be limited to the unprepared. In the latter case the well-prepared pupils who

know the lesson may be given other work. Studying the lesson with delinquents furnishes them a stock of ideas and basic truths about the lesson; it enables them to use the mind in interpreting and knowing these fundamental facts and thus helps to form correct habits of study.

Thirdly, the teacher should have frequent study recitations for the sole purpose of teaching pupils how to study efficiently. With texts open before the pupils the teacher should direct their study. He should ask questions or call attention to that part of the context containing or suggesting significant facts and answers. Suggestions may be made, concealed truths disclosed, leading ideas and lines of investigation discovered and examined, causes sought, results foreseen, related parts found, analyzed, compared and contrasted all of the purpose of training pupils how to study effectively. Thus the skillful teacher may lead pupils to realize that studying is not merely memorizing the words of the text but finding and understanding pivotal points, central truths, analytic parts causes effects and results. Nor is there any real loss in devoting considerable time to the study-recitation for the apparent loss in the quantity of subject matter covered is more than compensated for by the quality of the study developed for future study.

Fourthly the teacher should stress the teaching part of the recitation. Too often the mere testing phase of the recitation is emphasized at the expense of the teaching process. This decreases the vitality of the educative process and causes such a recitation to become a mere examination, a test of the pupils study. In such cases the mind is giving instead of receiving, a process diametrically opposed to the purpose of study, the acquisition of knowledge. Hence the teaching recitation far excels the testing recitation as a means of training pupils how to study. Not infrequently the pupil's inability to study may be due to the cogent fact that he has been examined instead of taught.

Fifthly the teacher should not teach without the attention of the whole class. An inattentive pupil is usually a poor student chiefly because he is inattentive. To be attentive is to compel the mind to grasp, know and comprehend and the mind that daily makes such efforts gains knowledge, power and skill. Thus is it not only prepared for study but also trained how to study advantageously. Nothing short of complete, mental attention can develop the intellectual and receptive power so essential to efficient study and training how to study. Indeed it is not too much to say that the lack of attention is directly responsible for many poor recitations and failures.

Sixthly the teacher should give outlines, hints and suggestions that will help pupils to prepare their lessons thoroughly. Only so much work as is consistent with the unity of the lesson should be assigned. The teacher should point out that unity and put its related parts plainly before the pupils' minds for consideration. He should point out the things to be investigated and mastered; he should then start study at the logical point and confine it to the direction necessary to mastery of the relevant significant, worth-while facts and principles. Herein lies the value of outlines in history which many pupils find so difficult to learn, chiefly because they know neither what to study nor how to study history. Historical outlines point out the significant facts of history and guide the student toward their mastery. Without them he either tries to memorize the whole context in which, of course, he fails or he loses valuable time and energy in learning irrelevant, unimportant matter. By directing him to prepare and recite his history lesson with his mind upon a good outline and by telling him to discuss a given historical topic much as he would relate an interesting newspaper account to his friends, the pupil is enabled to comprehend historical truth, to relate it and make it his own.

Seventhly, the teacher should follow a systematic, study program at regular periods. Systematic effort along purposeful lines tends to repeat itself more easily at each succeeding attempt. It saves time and labor; it evokes attention; it strengthens and disciplines the will through the accomplishment of certain definite purposes, all of which helps to form correct habits of study, enabling the mind to work systematically, steadfastly and effectively.

During the study period the teacher should, if possible, render individual assistance to slow pupils or to those who cannot think clearly or who have little capacity to study. A mere positive suggestion may start and strengthen their thinking. Their failure to solve a problem may be caused

(Continued on Page 320)

## Best Books on Spanish, French and Portuguese

### SPANISH

- Pitman's Commercial Spanish Grammar.** 166 pp., cloth, \$1.10. Spanish Grammar on Normal Lines.
- Pitman's Commercial Correspondence in Spanish.** 267 pp., cloth, gilt, \$1.35.
- Manual of Spanish Commercial Correspondence.** 360 pp., cloth, \$1.50.
- Spanish Commercial Reader.** 250 pp., cloth, \$1.10.
- Spanish Business Conversations and Interviews.** 114 pp., cloth, 85c.
- Pitman's Readings in Commercial Spanish.** 79 pp., cloth, 60c.
- Spanish Tourists' Vade Mecum.** Cloth, 45c. Everyday Phrases. With Vocabularies, Tables.
- English-Spanish and Spanish-English Commercial Dictionary.** Cloth, gilt, 660 pp., \$1.50. By G. R. Macdonald, author of *Manual of Spanish Commercial Correspondence*, etc. A complete work of reference for students and teachers of Spanish, and for those engaged in foreign correspondence.
- Taquigrafía Espanola de Isaac Pitman**—Being an Adaptation of Isaac Pitman's Shorthand to Spanish. Cloth, gilt, \$1.30.

### FRENCH

- Pitman's Commercial French Grammar.** 166 pp., cloth, \$1.10. In this book French grammar is taught on normal lines, with the addition that all grammatical points are illustrated by sentences in commercial French.
- Pitman's Practical French Grammar.** 128 pp., paper boards, 45c.; cloth, 55c. And Conversation for Self-Instruction, with Copious Vocabulary and Imitated Pronunciation.
- A Child's First Steps in French.** 64 pp., cloth, 30c. By A. Vizetelly. Illustrated.
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- Commercial Correspondence in French.** 240 pp., cloth, \$1.35. Gives all the letters of the "Commercial Correspondence" translated into French.
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### PORTUGUESE

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#### EXPLANATION OF THE PICTURE.

St. Francis Xavier is represented standing in the "Great Square" of the city of Goa and preaching the word of God to a small but attentive audience consisting of a Portuguese matron and her children, an Indian nurse with her charge, 2 Indian ascetics or Sadhus (1) an aged moslem, Indian children and women who have come to the fountain to draw water. The words of the saint seem also to have aroused the interest of the rich and pleasure loving Portuguese that assembled at the monument of Albuquerque (2) there to while away their time in song and story telling. Halting in their amusement they follow attentively the discourse of St. Francis.

The page in the livery of Portugal and holding a shield on which is displayed the cross and the inscription "In hoc signo vinces" (3) is symbolic of Portugal bringing Christianity to India, whereas the little girl with the Buddha escutcheon (4) represents India welcoming St. Francis Xavier.

1°. One of the Sadhus wears the trifura, the distinguishing mark of the Ramat sect. It consists of three lines drawn upward, the central line red and the outer ones white. These three lines represent the three gods of the Hindu Trinity. The central line represents Vishnu, the preserver; that on the right, Siva, the destroyer, and the third line stands for Brahma, the Creator.—The other Sadhu, who seems to compare the words of the saint with the Vedas or the sacred writings of the Hindus, wears the trifundra or three ash lines of Siva across his forehead and arms.

2°. Alphonso d'Albuquerque was the founder of the Portuguese power in India. 1510 he captured the wealthy city of Goa which then yielded an annual income of a half million ducats. He died in Goa in 1510.

3°. The cross and the inscription are found on the reverse side of a Portuguese gold coin current at the time of St. Francis Xavier.

4°. On the Buddha escutcheon are engraved the image of Buddha and the Swastika, a religious symbol used by both the Jains and Buddhists.

#### ST. FRANCIS XAVIER, THE APOSTLE OF THE INDIES.

St. Francis Xavier was born in the year 1506, at the castle of Xavier in Navarre. In 1525 he went to Paris, where he was enrolled as a pupil in the College of St. Barbara. There he met St. Ignatius who was then planning to found a religious society, which is now known as the Society of Jesus. St. Francis was one of the seven to make the famous vow of Montmatre on Aug. 15, 1534. On June 27, 1537 he and St. Ignatius were ordained priests and the following year he went to Rome, and placed himself at the disposal of the Holy Father. At the earnest request of John III, king of Portugal, St. Francis was appointed to evangelize the people of the East Indies. On April 7, 1541, he embarked for India and after a 13 month's voyage landed at Goa, May 6, 1542. On his arrival he found the country in a deplorable condition. On the one hand he saw the scandalous deportment of the Christian Portuguese; they, owing to newly acquired wealth, were given to luxury and excess; on the other hand he became aware of the opposition from the infidels, who scandalized at the wanton lives of the Christians, adhered stubbornly to their ancient manners and superstitious practices. Far from being discouraged St. Francis energetically set about to reform the inhabitants of the city. With a little bell in his hand he went about the streets inviting the children to come to his instructions. He taught them the creed and practices of devotion; planted the seed of piety in their little hearts. The piety, the modesty of the children, the admirable, charitable manner of the Saint made a deep impression on the elders and finally brought about their conversion.

Editor's Note: The Studio of Christian Art, the auspices under which the work was done, is well known; its murals and altar pieces grace many churches and chapels throughout this country. The intrinsic merits of the painting illustrated deserves high praise in that it splendidly exemplifies the truly Christian art.

The reverend clergy and superiors in charge of institutions in need of original designs or co-operation in matters of Christian Art, may secure valuable assistance by addressing the studio.

# AMERICA'S DISTINCTION.

Mt. Rev. D. J. Dougherty, Archbishop of Philadelphia.



REV. D. J. DOUGHERTY

Our country is not yet known as the land of saints and sages; and we may not have the prestige of the national Church of Italy, a country which has in its midst the Vicar of Christ. Neither can we boast with Spain of having founded so many churches in other parts of the world—South America, the Philippines. We have not the prestige of the Church of France, which has sent forth and still sends forth missionaries to the ends of the earth in large numbers. We cannot point to a record of suffering for the faith, as can Poland and Ireland.

But there is one thing to which we can point with pride and in which our Church excels all other national Churches, and that is our parish school system.

That is the reason that the late Archbishop Spalding pointed to our school system, culminating in our many Catholic colleges and universities, as the great outstanding fact of the history of the Church in the United States and as the most salient phenomenon of the history of the Catholic religion in these modern times.

## TEACHING PUPILS HOW TO STUDY.

(Continued from Page 327)

by their inability to comprehend its conditions and principles. Upon these the teacher may throw light which the pupil already has in a vague way so that what was previously obscure and hazy may become clear enough to suggest the correct solution. Frequently, too, the child may have dormant intellectual power which the teacher may awaken to utility.

From what has been said it is clear that effective study is the finest and greatest of school-room arts. No other school exercise so powerfully enhances intellectual progress and accomplishment. It is, says Dr. Hamilton, "the shortest, safest and surest route to culture, attainment and power." It is both the price and the measure of one's education. The desire, capacity and habits of effective study are indeed priceless gifts generally acquired in the school room and he who there develops them is indeed a great teacher. To study do we owe our knowledge to the arts, sciences and civilizations. Study forges and moves the shafts of progress; it corrects errors, reveals truth and proclaims religion. For these reasons it is imperative that the teacher should make the conditions of study favorable, its objects definite, its philosophy clear, its pursuit correct, vigorous and habitual. Having done this he has rendered to his God and country a service second only to the development of good Christian character.

## CURRENT EDUCATIONAL NOTES.

(Continued from Page 298)

"The more the world learns of Cardinal Mercier, the higher it places him among the very few superior men that have been developed in this world war. His passionate sympathy, his complete courage, his adroit and unanswerable arguments in the cases where he has clashed with the occupying power, all put him high among men, not only of this day, but of any day. An extraordinary and complete confidence in the justice of God in all his misery pervades everything that he writes and shines like some celestial light. The man may cry out in agony, but he does not doubt. Some of his expressions of faith with which he comforts his people, and we must believe sustains his own soul, are among the finest to be found in this kind of writing.

"I am told by those that worked with the Cardinal in Belgium that the finest impression he makes is one of extraordinary spirituality. A member of the Belgian commission told me that the first time he went into his presence his instinctive comment was, 'Here is a saint'; but when he grasped his hand, and looked into his eye, he said, 'Here is a man'."

## HEALTH HINTS.

Our Greatest National Resource—Our Children—Are You Helping to Conserve it?

A great campaign is being carried on to secure better health conditions in this country. Its success depends largely upon the hearty, intelligent, persistent co-operation of teachers. Two points should receive special emphasis: First, do the very best you can to promote the physical welfare of your pupils under present conditions and with the equipment at your command. Second, set about it systematically and persistently to secure more favorable conditions and better equipment.

Is your room clean?

Floors should be of hardwood, laid without cracks and should be kept well oiled. They should be wiped up often and swept daily, sprinkling first with sawdust wet with creolin or other antiseptic solution (1 tablespoonful of creolin to 1 quart of water). If the floors do not meet these standards **do the best you can** with the floors you have and call attention of school authorities to the need of better ones.

Wipe off desks, erasers, chalk trays, globes, pointers, and other apparatus frequently handled by pupils, daily with cloth wet in antiseptic solution.

Is your room well ventilated and properly heated?

Open air rooms are used to cure sick children, why not to keep pupils well? A six-inch board, as wide as the window fitted under the lower sash lets in air between the sash and avoids drafts.

Keep the temperature about 68°F. If the room has no thermometer, get one.

Is the cloakroom ventilated so damp clothing will dry? It should also be light. If not well ventilated or you have none, what plan do you use to dry damp clothing?

Is your room well lighted?

Windows should be on one side of room only and reach nearly to the ceiling. Pupils should be seated so light comes from left (or left and rear if necessary). Keep light-colored, translucent shades drawn part way on bright days so light is not too intense, but raise them so it is adequate on dull days. The window area should be one-fifth of the floor area of the room. If room is not sufficiently lighted call attention of school officials to the need of more light. In the meantime utilize all the light available. If shades are not provided to regulate the light on bright days, insist on having them.

Walls and ceiling should be tinted in light shades of tan and blackboards should be covered with light curtains when not in use if room is dark. How about the walls, ceiling and blackboards in your school room? If not satisfactory, make your needs known to school officials. In the meantime do what you can to remedy conditions.

Are seats comfortable?

Do pupils' feet rest on floor? Can all see work on desk tops when sitting upright? Can all write without stooping or raising shoulders? Seats should be adjustable and kept adjusted to fit growing pupils. If adjustable seats are not provided, seat pupils with reference to size; tall pupils in large seats.

Only text books should be used that have large clear type, well spaced, unglossed paper that does not readily soil. If any books in use do not meet these requirements, call attention of school officials to the defects. In the meantime, mitigate the evils of their use as much as possible.

Do you test the children's eyes or have them tested?

You should know what children do not see well and insist that they have glasses. About 20 per cent of American children have defective vision.

Have you sat in each seat in your room to see that charts, maps and all blackboard work are clearly visible to every pupil? In seating pupils having defective eyesight take into account the light, and the position of blackboards and charts.

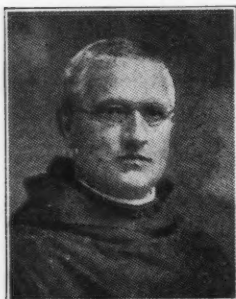
Do you test pupils' hearing? You should know the partially deaf children and seat them accordingly. About 25 per cent of American school children have defective hearing.

Posture. Do you insist that pupils sit and stand in good form? They tire very much less quickly if they do assume proper postures. Do they hold books properly in studying, take a healthy position in writing and carry themselves generally in military style? What example do you set for children in this matter?

(To be concluded Next Month)

## BREATH MARKS IN CHANT.

Rev. Gregory Huegle, O. S. B., Conception Abbey, Conception, Mo.  
(Eighth Article of the Series)



Rev. Gregory Huegle, O. S. B.

Teachers and pupils find considerable difficulty when they pass from the measured music of the day to the unmeasured music of by-gone days. "Music has become too mechanically perfect," says Leo Ornstein.—The music world stands puzzled as it listens to the message of this phenomenal interpreter and composer. On a former occasion, speaking of the diatonic element in chant, we have paid a negative tribute to the musical 'anarchist' in question. Justice demands, however, that where acknowledgement is

due. The occasion for so doing presents itself today.

After a concert, Mr. Ornstein was accused of having taken all measure-lines out of his Chopin interpretations. He laughed at the accusation and said: "The musical phrase and period are my guide in the interpretation of every composer's works, and not the 'beams' that divide the measures."—Well said, indeed. Only a musical crank goes to the concert to keep track of the measure lines; the common-sense listener is satisfied with melodic and rhythmic statements. Richard Wagner used to say that after him another iconoclast must come to break down the mechanical conventionalities of music, and to liberate the fettered princess, melody.

In Gregorian Chant, melody is free and untrammelled. It is impossible to conceive greater freedom and more majestic rhythm. It is the freedom of the spoken word, the majesty of the oratorical phrase. When man stands face to face with his Creator, human conventionalities are out of place. When the tribute of adoration and thanksgiving is rendered to God, when petitions are presented to the Most High, out of the depth of a contrite and crushed heart, shall we make bold to use a music that flatters our senses? Sensual music would in this case proclaim the alternative that we are either hopelessly silly, or insincere in our devotion. Holy Church has at all times insisted that the music used in Divine Worship must be essentially prayer. In the presentation of this prayer we must follow the order of sound reason, i. e., we must utter the words distinctly and reverently, phrase them correctly, and pause sufficiently where a sentence has been finished. The Vatican Chant books have made this task gratefully easy by a well-developed system of breath marks. What such a system really means is appreciated by those who have labored and toiled under a defective system.

The new system comprises four kinds of breath marks. The **quarter pause** (?) is the sign for rapid breath taking.\* The reason for such a pause will readily be seen from the text. Thus in No. 2, of the Chant Supplement, the words **Attende, Domine**, (Hearken, O Lord) are set off by this shortest breath mark on account of the inner, pressure-like connection that forces the singer on to reach out for the next phrase: **et miserere** (and have mercy).

The **half pause**, consisting of a half bar crossing the two middle lines of the stave, demands a real stop, corresponding in length to one syllabic foot. This syllabic foot is nothing else than a mental echo of the last two syllables, minus the **mora vocis**. Thus in No. 2 at the words **et miserere**, the half pause is measured by reciting the last two syllables—'re-re,' which make a syllabic foot called Trochee (—!!) In No. 4 the first half pause after **latens Deitas** corresponds to a Dactyl (—!!!) because the word **Deitas** has three syllables.—It belongs to the nature of a real pause that a slight diminish of tone be observed, no matter whether it be indicated in print or not.

The **whole pause** represented by a bar crossing all four lines, receives double the attention of a half pause. It corresponds in length to two syllabic feet. In purely syllabic chants the mental echo consists of the last two syllabic feet. Here it must be remembered that the last syllable plus the **mora vocis** figures as a syllabic foot. Thus in No. 4 at 'latitas,' in No. 5 at 'veniae,' counting the **mora vocis**, we obtain two syllabic feet in each case (—!!!). In many instances, however, a melodic group appears be-

fore the last note; compare No. 18 at **cernui** and **ritui**. Counting each melodic step as one time unit, we obtain a dactyl (—!!!) and a trochee (—!!) and a trochee (—!!) as mental echo for measuring the pause.

The **double bar** occurs, sometimes at the end, sometimes in the midst of a composition. At the end it means that a decided **ritardando** must be observed from the last accent on, so that the listener receives the impression of a concluding strain. This rule is to be observed whenever a composition ends without the 'Amen,' as is the case with refrains, motets and antiphones. When the 'Amen' is used, it falls to its domain to impart the impression of a satisfactory musical close.

The double bar, re-occurring in the course of a composition, e. gr., in No. 19. **Kyrie XVI**, or in No. 28 **Ave Verum**, always denotes a change of singers. Hence it is no longer a breath mark, and the rules mentioned for the whole pause do not apply here. The pause required between such alternating periods has the length of about one syllabic foot. The new division of singers takes deep breath whilst the other division finishes its period. The changing sides (i. e. cantors and choir, or two choirs) must treat each other respectfully by observing this intermediate pause, which has appropriately been called 'the pause of good manners.' If one division rushes in before the other has **Gloria III** in the Supplement.) The time for breath taking brought their period to a proper close, the impression of haste is created, and haste implies irreverence.

The only place where haste is demanded occurs in the so-called 'stolen breath,' as has been mentioned in the footnote. This pause occurs quite seldom (see Vatican Kyriale, **Agnus Dei** of Mass II, **Benedictus** of Mass XIV, is in this case 'robbed' from the tone preceding, and this urgency results from conditions of text relations. Thus in the **Agnus Dei** the verb **qui tollis** cannot logically be separated from its object **peccata mundi**.

From what has been said, one thing ought to become clear, viz., that the sacred words are to be rendered in coherent and intelligent phrasing, and that the breath marks are the natural means to obtain this end.

Careful observance of these marks will enable the cantors, even though they be ignorant of Latin, to set forth the noun of address, the phrases, clauses and periods with the oratorical precision of a Cicero or Demosthenes. Correct text delivery being secured, the melodic element will take care of itself, as it were. Here lies the great difference between chant melody and the music of the day. The former reflects in all its developments the rhythm of the spoken word; the latter is an unrelated creation, moving in the fetters of measured time values. Being unrelated, it cannot enter into the submissive, elastic attitude of a handmaid, and being fettered, it cannot follow the giant steps of free rhythm.

\*By special request of the publishers (Silver, Burdett & Co.) the editors of the Chant Supplement consented to use one uniform sign to designate this short pause. In the official books two signs are employed, viz., the apostrophe (') to denote 'stolen breath,' and the small bar crossing the fourth stave line, which for this reason is called 'quarter pause.' Unnecessarily to prolong this pause would mean loss of intensity and melodic vigor. In No. 3 these momentary halts are likewise due to the closely interwoven nature of the text phrases, which admit of punctuation neither in Latin nor in English. The quarter pauses do not imply any undue speed of the whole sentence, but caution the singer not to tear apart what in meaning belongs together.

## Why We Wear Medals.

Of course it is perfectly legitimate for a Mason to wear the Masonic emblem on the lapel of his coat; it is most natural for a husband to keep in his watch a small picture of his wife; we all admire a child who carries a locket containing a photo of his mother; any man of sense appreciates the patriotic sentiments of the American who bears a button-hole flag of his country. All these practices are good and sensible and commendable. We look upon them as a natural result of loyalty, firm affection and patriotism. But when we transfer this same sentiment to the realm of religion, some prove to believe that it changes the whole question. If an American wears a little button with the picture of George Washington, why should it be deemed wrong for a Catholic to carry a medal of a Saint—a hero of his holy religion?



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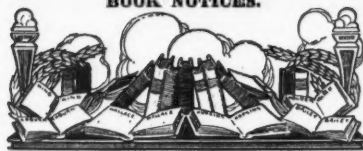
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Press, Philadelphia.

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that enlist the interest of children, and  
Helen G. Hodge is a competent illus-  
trator. This attractive book, intended  
as a supplementary reader for second  
and third grade pupils, is suitable as  
a gift to little folks of either sex, and  
inculcates the commendable principle  
of conservation.

**The Essentials of Child Study, In-  
cluding Class Outlines, Brief Dis-  
cussions, Topical References and a  
Complete Bibliography.** By George  
Washington Andrew Luckey, Ph.D.,  
Dean of the Graduate School of  
Education, University of Nebraska.  
Cloth, 219 pages. The University  
Publishing Co., Chicago. Price,  
\$1.28.

Child study, as the author suggests,  
is an outgrowth of the conscious ef-  
fort of teachers and parents to be-  
come better acquainted with the na-  
ture and nurture of the individual—  
to comprehend the phenomena of  
psycho-physical development from the  
beginning of life to maturity. In its  
present scientific aspect child study  
represents a comparatively new ac-  
tivity, whose results have modified  
methods of teaching and affected ben-  
eficially the health, strength, happi-  
ness and efficiency of members of the  
younger generation. Dr. Luckey does  
not claim too much for his specialty.  
He admits that in the long run more  
depends on nature than nurture, and  
that no amount of cultivation can  
change tare into wheat or corn into  
oats, but submits that the wild oats  
of one generation may become the  
garnered grain of the next. His book  
is a valuable compendium of deduc-  
tions from his own observations and  
those of others, and will be useful to  
parents as well as to teachers, twenty-  
one years' experience in teaching the  
subject having contributed to Dr.  
Luckey's qualifications to rank as an  
authority. Students of pedagogy tak-  
ing the course in child study will find  
the book invaluable, and will prize  
the bibliographical information which  
is one of its special features.

## The Catholic School Journal

**Lest We Forget: World War Stories.** By John Gilbert Thompson, principal of the State Normal School, Fitchburg, Mass., and Inez Bigwood, instructor in children's literature in the same school. Cloth, illustrated, 348 pages. Silver, Burdett & Co., Boston.

This is a patriotic reader for upper grammar grades and junior high schools, and also a suitable volume for supplementary reading, being made up of an admirable selection of material on the subject of the world war. The reasons why the United States entered the conflict, the ideals for which the allies contended, typical instances of daring and self-sacrifice which have glorified the struggle, and brief but vivid biographical sketches of individuals prominently and creditably identified with war activities are brought together in a way calculated to make durable impressions. In short, the book may be fairly said to present the most interesting phases of the war from the invasion of Belgium to the Allied successes of September and October, 1918, and to inculcate patriotism, humanity and high principles by stirring and memorable examples. A pronouncing vocabulary at the end affords a key to the mastery of the foreign proper names.

**University of Iowa Extension Bulletin No. 40.** Iowa Patriotic League. Bibliography collated by Edward H. Lauer. Pamphlet, 48 pages. Published by the University, Iowa City, Ia.

This extensive list of government and society publications and noteworthy articles in the magazines relating to the war and war activities and problems groups several hundred titles under the following general classifications: The United States' Entrance into the War; Organizing the Country for War; The Obligations of the Citizen; Problems Arising Out of War Demands; The Question of Peace. All engaged in comprehensive study of these subjects will find it useful.

**For Memory's Garden.** Compiled and arranged by Lucia May Wyant, Supervisor of Expression, Dayton, O., Public Schools. Paper, 55 pages. Single copies, 35 cents. Lucia May Wyant, Dayton, O.

Poets and epigrammatists who have put into brief compass "what oft was thought but ne'er so well expressed" are drawn upon by the compiler, whose gatherings are classified with the object of supplying "gems" suitable for memorizing by pupils of each school grade from the first to the eighth. There are forty "gems" for each grade, on themes promotive of inspiration to patriotism, duty and service.

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**Murine Eye Remedy Co., Chicago.**

**Pitman's Shorthand, Rapid Course.** A Series of Twenty Simple Lessons in Isaac Pitman's System of Phonography, with Reading and Writing Exercises Designed to Assist the Learner in the Speedy Acquisition of a Knowledge of the System. By Isaac Pitman. Cloth, 202 pages. Isaac Pitman & Sons, New York.

This book is a model of compact and systematic presentation. Here is an interesting statement extracted from the Introduction: "It is not possible to say how long it will take a person to become a proficient writer of shorthand. Very much depends upon the learner and upon the time he is able and willing to devote to the practice of the subject. But success is quite certain to him who will practice and persevere."

**The Recitation.** By Samuel Hamilton, Ph.D., Superintendent of Public Schools, Allegheny County, Pennsylvania. Cloth, 368 pages. Price, \$1.25. J. B. Lippincott Company, Philadelphia.

Lippincott's Educational Series contains a number of treatises by various authors and of unequal merit. Dr. Hamilton's contribution can be commended as one of the best. He explains at the outset that his object in preparing the lectures which he has brought together in this volume was not to be profound or exhaustive, but practically helpful. The style is easy and readily grasped. Young teachers desirous of qualifying themselves as useful members of a noble profession will find this book better worth their careful perusal than more pretentious volumes written from the standpoint of advanced pedagogy.

**The American Spirit, A Basis for World Democracy,** edited by Paul Monroe, Columbia University, and Irving E. Miller, Washington State Normal. Cloth, 336 pages. Price, \$1.00. World Book Company, Yonkers, New York. Here is a collection of selections from the utterances of American leaders from the colonial period to the present day. Grouped under ten headings, covering various phases of the historical development of the Republic, and provided with a copious index as well as a table of authors, titles and first lines, the volume will be found valuable for reference as well as for reading and study.

**Education After the War.** By J. H. Badley, sometime classical scholar of Trinity College, Cambridge. Head Master of Bedales School, President of the Petersfield Branch of the Workers' Educational Association. Cloth, 125 pages. Price, \$1.25 net. B. H. Blackwell, Broad Street, Oxford. This is an essay covering from the standpoint of an English scholar and educator a subject of vital importance at the present time. His views are broad, his conclusions strongly reasoned and worthy of attention even from those having different viewpoints than those of the author. All will agree with him in the assertion that the needs of the new time demand a greater amount of specialized knowledge, and a higher standard of intellectual activity. This is a good thought: "What matters most in education, more than the subject-matter taught, is the spirit and manner of the teaching, not merely in the instruction given, but no less in the whole life of the school, in class and out." The author lays emphasis on the value of methods that make for the development in the pupil of the habit of individual initiative.

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### HUMOR OF THE SCHOOL ROOM.

#### Not Her Quarrel.

The fact that corporal punishment is discouraged in some public schools is what led Harry's teacher to address this note to the lad's mother:

"I regret very much to have to inform you that your son Harry idles away his time, is disobedient, quarrelsome and disturbs the pupils who are trying to study their lessons. He needs a good whipping and I strongly recommend that you give him one."

"Whereupon Harry's mother responded as follows:

"Dear Miss Jones—'Lick him yourself. I ain't mad at him. Yours truly, Mrs. Smith'."

#### A Matter of Form.

Examiner.—"Now, William, if a man can do one-fourth of a piece of work in two days, how long will it take him to finish it?"

William.—"Is it a contrac' job, or is he working by the day?"—Life.

#### Taking Proper Precautions.

The teacher wanted some plums in order to give an object lesson during school hours and, calling one of the small boys she gave him ten cents and dispatched him to the fruit stand down on the corner.

"Before you buy the plums, Willie," she cautioned, "you had better pinch one or two to make sure they are ripe." Little Willie flitted away. Soon he came back and smilingly put the bag on the teacher's desk.

"Oh, thank you, Willie," said the teacher, taking up the bag. "Did you pinch one or two as I told you to do?"

"Did I?" was the gleeful response. "I pinched the whole bagful and here's your ten cents."

#### Side-Lights on History.

A girl was required to write a brief sketch on Queen Elizabeth. Her paper contained this sentence:

"Elizabeth was so dishonest that she stole her soldiers' food."

The teacher was puzzled, and called the girl.

"Where did you get that notion?"

"Why, that's what it says in the history."

The book was sent for, and the passage was found. It read:

"Elizabeth was so parsimonious that she even pinched her soldiers' rations."

#### Taking After Mother.

A school teacher received the following note one morning from a pupil:

"Dear Sir: Please eskcoose little Tommy for his absens yestiday as he waz kwite il, and the doctor tolled me to kepe him in bed. So I let him stay home. Yours re-  
sptively. Misses Smith."

The master was a trifle suspicious.

"Tommy," said he, sternly, "who wrote that note?"

"My—er—mother did, sir."

"Well, I must say that some of that spelling is remarkably like the spelling you generally give me."

But Tommy was equal to the occasion.

"Yes, sir," said he cheerily. "Every one says that in spelling I'm the image of my mother."

#### Not Up to Expectations.

"What is the matter?" asked the mother of a six-year-old girl as she came home almost in tears after her first day in school.

"I don't like the teacher," said the little one.

"Why, you hardly know her. What has she done to you?"

"When I went in she said: 'You sit here for the present,' and she never brung it."

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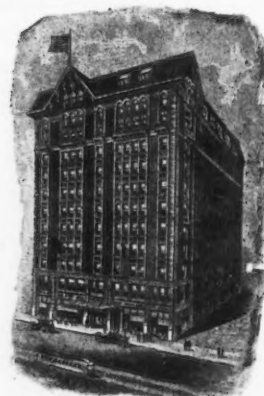
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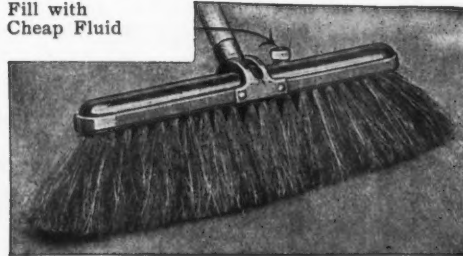
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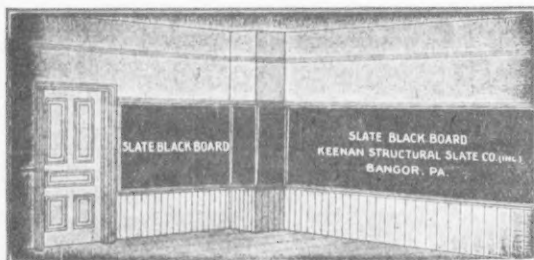
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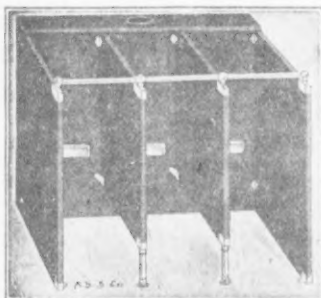
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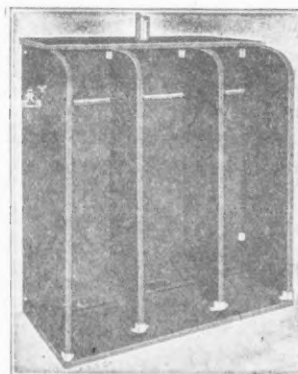
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